

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**STATEWIDE LONGITUDINAL DATA SYSTEM RECOVERY ACT GRANTS
CFDA # 84.384A
PR/Award # R384A100007**

Closing Date: NOV 19, 2009

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		Version 02	
* 1. Type of Submission		* 2. Type of Application:* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication		<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application		<input type="checkbox"/> Continuation * Other (Specify)	
<input type="checkbox"/> Changed/Corrected Application		<input type="checkbox"/> Revision	
* 3. Date Received:		4. Applicant Identifier:	
11/19/2009			
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier:	
		N/A	
State Use Only:			
6. Date Received by State:		8/10/2009 7. State Application Identifier:	
8. APPLICANT INFORMATION:			
* a. Legal Name: Maryland State Department of Education			
* b. Employer/Taxpayer Identification Number (EIN/TIN):		* c. Organizational DUNS:	
526002033		183071471	
d. Address:			
* Street1:		200 W. Baltimore Street	
Street2:			
* City:		Baltimore	
County:		Baltimore City	
State:		MD	
Province:			
* Country:		USA	
* Zip / Postal Code:		21201	
e. Organizational Unit:			
Department Name:		Division Name:	
MD State Department of Education		Accountability & Assessment	
f. Name and contact information of person to be contacted on matters involving this application:			
Prefix:		Dr. * First Name:	
		Leslie	
Middle Name:			

* Last Name: Wilson

Suffix:

Title: Assistant State Superintendent

Organizational Affiliation:

* Telephone
Number:

(410)767-0090

Fax Number:

(410)333-0257

* Email: LWILSON@MSDE.STATE.MD.US

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.384A

CFDA Title:

Statewide Longitudinal Data System Recovery Act Grants

*** 12. Funding Opportunity Number:**

ED-Grants-072909-001

Title:

Statewide Longitudinal Data Systems Grants under the American Recovery and Reinvestment Act of 2009

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

*** 15. Descriptive Title of Applicant's Project:**

Development of Maryland's P-20/Workforce Longitudinal Data System.

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: 7

* b. Program/Project: 1-8

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 5/1/2010

* b. End Date: 4/30/2013

18. Estimated Funding (\$):

a. Federal	\$ 13056853
b. Applicant	\$ 0
c. State	\$ 1881792
d. Local	\$ 0
e. Other	\$ 0
f. Program	\$ 0
Income	
g. TOTAL	\$ 14938645

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☒ a. This application was made available to the State under the Executive Order 12372 Process for review on 11/19/2009.

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

☐ Yes ☒ No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr. * First Name: Nancy
Middle Name: S
* Last Name: Grasmick
Suffix:

Title: State Superintendent of Schools

* Telephone Number: (410)767-0462 Fax Number: (410)333-6033

* Email: NGRASMICK@MSDE.STATE.MD.US

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

**U.S. DEPARTMENT OF EDUCATION****BUDGET INFORMATION****NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Maryland State Department of Edu...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 1,260	\$ 1,386	\$ 1,525	\$ 0	\$ 0	\$ 4,171
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 1,225,674	\$ 1,325,674	\$ 766,857	\$ 0	\$ 0	\$ 3,318,205
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 1,009,918	\$ 6,049,045	\$ 2,263,540	\$ 0	\$ 0	\$ 9,322,503
9. Total Direct Costs (lines 1-8)	\$ 2,236,852	\$ 7,376,105	\$ 3,031,922	\$ 0	\$ 0	\$ 12,644,879
10. Indirect Costs*	\$ 152,140	\$ 164,555	\$ 95,279	\$ 0	\$ 0	\$ 411,974
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 2,388,992	\$ 7,540,660	\$ 3,127,201	\$ 0	\$ 0	\$ 13,056,853

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify): _____ The Indirect Cost Rate is 12.4%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Maryland State Department of Edu...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 663,704	\$ 634,331	\$ 583,757	\$ 0	\$ 0	\$ 1,881,792
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 663,704	\$ 634,331	\$ 583,757	\$ 0	\$ 0	\$ 1,881,792
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 663,704	\$ 634,331	\$ 583,757	\$ 0	\$ 0	\$ 1,881,792

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Dr. Nancy S. Grasmick

Title: State Superintendent of Schools

Date Submitted: 09/19/2009

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Dr. Nancy S. Grasmick Title: State Superintendent of Schools Applicant: Maryland State Department of Education Date: 09/19/2009	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

Maryland State Department of Education

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. First Name: Nancy Middle Name: S
Last Name: Grasmick Suffix:
Title: State Superintendent of Schools

Signature: Date:
09/19/2009

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Leslie		Wilson	

Address:

* Street1:	200 W. Baltimore Street
Street2:	
* City:	Baltimore
County:	Baltimore City
* State:	MD* Zip / Postal Code: 21201 * Country: USA

* Phone Number (give area code)	Fax Number (give area code)
(410)767-0090	(410)333-0257

Email Address:

LWILSON@MSDE.STATE.MD.US

2. Applicant Experience

Novice Applicant	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Not applicable
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3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
------------------------------	--

Are ALL the research activities proposed designated to be exempt from the regulations?

<input type="checkbox"/> Yes	Provide Exemption(s) #:
------------------------------	-------------------------

<input type="checkbox"/> No	Provide Assurance #, if available:
-----------------------------	------------------------------------

Please attach an explanation Narrative:

Attachment:

Title :

File :

Project Narrative

Project Narrative - Project Abstract

Attachment 1:

Title: **MLDS Project Abstract** Pages: **1** Uploaded File: **C:\Documents and Settings\mszczepaniak\Desktop\MLDS Grant 2010\MLDS Project Abstract.doc**

Project Abstract Maryland's P-20/Workforce Longitudinal Data System

Description of Project

With Maryland's P-12 Longitudinal Data System underway, the state's education leaders are turning their attention to the development and implementation of the extension of that system into postsecondary education and the workforce. In the summer of 2009, at the request of the Governor, a workgroup with broad representation from higher education, including the Maryland State Department of Education (MSDE) University System of Maryland (USM), the Maryland Higher Education Commission (MHEC) and others representing private universities and community colleges was charged with creating a proposal for a P-20 system design. The workgroup identified key policy questions and set about defining the data and system requirements to respond them along with a governance structure.

Since that time, the state's workforce system has been included in the P-20 system design and a detailed evaluation of each contributing data system has been completed. This proposal is a result of the collaborative effort of these groups and requests support for the development required to address these identified needs to meet requirements of a P-20/Workforce Longitudinal Data System.

The project goals are first and foremost to establish a P-20/Workforce Longitudinal Data Center warehouse, meeting the specifications set out in federal and state guidelines that will answer Maryland's identified policy questions. To that end, the three components contributing data to the system require some further development to their data collections and data systems in order to realize this overall goal. The work is mainly focused on the postsecondary and workforce components.

Expected Outcomes

As a result of this project Maryland expects to:

- Develop and establish a data warehouse to house P-20 and link to workforce LDS data sets, including implementation of a set of procedures and policies to oversee, safeguard, and maintain the P-20 and workforce warehouse
- Create high quality, responsive data products to educators of all levels, government agencies, parents, students and others
- Develop a data submission system and institution web portal for higher education institutions as well as a postsecondary system that supports the linkage and interoperability to the P-12 and workforce data systems
- Upload or link workforce data into the P-20 LDS data warehouse and establish with workforce agencies in other states and with the federal government MOUs for data sharing from those agencies to Maryland data systems
- Plan and implement P-12 teacher effectiveness data collection and reporting capabilities, and link databases for student-level data for special education, early childhood and career/technology to the P-12 LDS

Full funding and successful completion of the proposed project will provide Maryland with a P-20/Workforce Longitudinal Data System that meets the system elements and capabilities listed in the RFA and specifically addressed in Appendix C of this proposal.

Project Narrative

Project Narrative - Project Narrative

Attachment 1:

Title: **MLDS Project Narrative** Pages: **23** Uploaded File: **C:\Documents and Settings\mszczepaniak\Desktop\MLDS Grant 2010\MLDS Project Narrative.doc**

Project Narrative

(a) Need for Project

The Maryland State Department of Education, in collaboration with the University System of Maryland, Maryland Higher Education Commission, and The Jacob France Institute (JFI) of the University of Baltimore request a total of **\$13,056,853** to complete the design, development, and implementation of a P-20/Workforce statewide longitudinal data system inclusive of all required capabilities and elements defined by the Data Quality Campaign and the America Competes Act.

For many years, pre-dating the No Child Left Behind Act, the Maryland State Department of Education (MSDE) has had an accountability and assessment system and a culture of using data to inform decision-making; at the classroom level, system level, Board of Education level, and legislative-policy level. This culture required Maryland to assume a progressive stance in the collection, validation, and reporting of individual student data, prior to the establishment of methodologies to develop longitudinal data systems.

Maryland established its first P-12 Educational Data Warehouse (EDW) in 1999 and that warehouse has been the source of most of Maryland's EDEN/EdFacts files. The Maryland Higher Education Commission (MHEC) established its first postsecondary system for students attending Maryland Institutions of Higher Education in 1977. The Jacob France Institute (JFI), partnered with the Maryland Department of Labor, Licensing, and Regulation (DLLR), to maintain and use a multi-faceted longitudinal database of confidential workforce administrative records in 1991, which led to a multi-state Administrative Data Research and Evaluation (ADARE) initiative. Today, Maryland continues to strive to achieve the seventeen capabilities and elements for state data systems defined in the Request for Applications (RFA) for this grant program that represent the ten state actions to ensure data use established by the Data Quality Campaign, and the twelve components of the America Competes Act. **Appendix A** contains a schematic description of MSDE's P-12 longitudinal data system.

The requirements for states to establish eligibility to receive State Fiscal Stabilization Funds (SFSF) and to apply for Race to the Top funds (RTTT) underscore more than ever the commitment on the part of the Department of Education to support states' efforts to develop efficient longitudinal data systems. These systems are needed to supply schools with linked historical data on student performance and to provide schools and teachers with data to improve student achievement and student preparation for postsecondary education and the workforce. The systems will also supply states and policy makers with data to use when making key decisions and defining new policies. In addition, states require state-of-the-art data warehouses and reporting mechanisms to meet the reporting challenges of EdFacts and SFSF requirements.

Maryland's P-20 Longitudinal Data System (LDS) has been designed specifically to inform decision-making at a variety of levels (state, school system, individual schools, and institutions of higher education) in order to ensure student success. The State Superintendent of Schools has collaborated with a variety of stakeholders (State Board of Education, Governor's Commission, Maryland General Assembly, Maryland Higher Education Commission, the Chancellor of the University System of Maryland, and the Department of Labor and Licensing and

Regulation/Jacob France Institute (with partnerships with the District of Columbia and New Jersey), and is highlighting the increased capacity Maryland will have to improve P-20 student achievement, make data-driven decisions, and monitor the success of policies and programs. There is keen interest in data that will inform Maryland policies to address challenges such as dropouts, truancy, the achievement gap, predictors of success in high school, postsecondary school and the workforce, identification of successful interventions, class size, middle school course requirements, teacher training, certification and retention. Maryland stakeholders have drafted a document outlining the major P-20 policy questions of interest and the data elements that are required to respond to those questions. These questions are driving the design of the P-20 data system. This document is located in **Appendix A**.

The stakeholders have also developed a plan for a Maryland P-20 and workforce model that includes a longitudinal warehouse that will house student data required to address these questions. The model is presented graphically in **Appendix A**. It is the implementation of this plan that serves as the backbone of the current proposal and defines the work that also must be completed by the agencies identified in the model. **Appendix A** also includes a collaborative opinion on FERPA and the confidentiality of student data in the proposed model by the Attorneys General who represent the agencies. Finally, Maryland's State Superintendent of Schools is working with the institutions of Higher Education to develop rigorous and clear definitions of college and work-ready criteria which will be reflected in all future work and research. The final documents related to this effort will be available in the first quarter of 2010.

Maryland is using a combination of state and federal funding to modernize its current P-12 educational data infrastructure (people, processes and technologies). Additionally, P-12 in Maryland has recently increased the capacity of its systems to automate the collection and validation of additional data to meet the expectations of its stakeholders who require more information to inform their decision-making process. Current funding will also be utilized to accelerate the ability to meet the demands of stakeholders for timelier reporting and advanced analysis of their own data, with tools and processes which they directly control. The stakeholders include participants at all levels: state, district and school (both P-12 as well as institutions of higher education.) The current proposal, if funded, will round out the P-12 system to include the linking of teacher and student data and integration of key program data into the LDS.

The Maryland Higher Education Commission (MHEC) is proposing to expand and upgrade its postsecondary longitudinal data system and the acquisition of postsecondary longitudinal data. It will provide a system that is viable for the future, extensible for growth, meet foreseeable future state longitudinal data needs and provide data for federal reporting. The need to upgrade the postsecondary system is a vital part of the proposed Maryland P-20/Workforce Longitudinal Data System to provide the postsecondary-level student information for a statewide system. The expansion will directly support the capability to develop a system that includes student-level data from pre-school through postsecondary and into the workforce. This will be accomplished by providing the linking ability from the P-12 unique student identifier to the social security number identifier used by the Maryland postsecondary system.

The current postsecondary system is based on legacy 1980s technology which runs on a mid-range platform that is obsolete and is becoming difficult to maintain and expand to support the

proposed P-20 system and anticipated future data requirements. MHEC, in conjunction with postsecondary system segments, developed their system in 1977; the system currently has over 30 years of student-level data. The current system has limited access tools, is difficult for researchers to use, and extract data for either postsecondary analysis or for transition to the proposed P-20 system. The system will be expanded to meet the educational metrics requiring postsecondary data for State Fiscal Stabilization Fund Assurances. Under the State's P-20/Workforce plan, the expanded system will provide the key for linkage between the P-12 unique student identifier and SSN, providing the bridge into postsecondary and workforce data.

Current SLDS System

P-12 Requirements. Maryland's current P-12 system consists of many of the required individual student data collections required of P-12 systems by the America Competes Act. The data have been collected with the state unique student ID since the 2007-2008 school year. Maryland's most recent IES grant funds the re-engineering of the data warehouse to store linked individual student longitudinal data records. The RFQ for this work is pending release by the end of 2009.

The system has the following data requirements completed (data collected with unique ID):

- Yearly test records of individual students with respect to assessments under section 1111 (b) of the Elementary and Secondary Education Act of 1965;
- Information on students not tested, by grade and subject, as well as the reason for students not tested;
- Student-level college readiness test scores.

Currently, all data linking using the unique ID is done manually until the data warehouse is re-engineered to link and store student data across years and data collections. An RFQ, made possible through funding by the Institute of Education Sciences (IES), will soon be issued for a vendor to complete the re-engineering. Maryland expects this phase to be completed in early 2011, depending on when the contract is awarded.

- *Student level transcript information, including information on courses completed and grades earned.*

The same IES funding supports a second RFQ for development of a state-wide course coding system for Maryland based on the SCED classification. Maryland's 24 school systems will participate in an alignment of course content resulting in this system. The initial vendor will use that system to develop a data collection that will include courses completed and grades earned for all students, elementary through high school. It is expected that the state will have the necessary enhancements to its data warehouse completed and be able to begin that data collection from local school systems in the fall of 2011. This will address the system requirement and provide Maryland with four of the five P-12 requirements as listed in the RFA.

- *A teacher identifier system with the ability to match teachers to students.*
This application requests funding to accelerate the completion of this phase of requirements by developing a data collection process that will match teachers to students

using the teacher and student ID. The teacher ID system is being implemented by summer 2010, funded by state resources.

P-12 and Postsecondary Requirements. Maryland's current P-12 and postsecondary systems meet four of the five listed criteria, and include the following *individual student* data (requirement completed, data collected):

- Unique statewide ID that does not allow a student to be identified by users of the system (except as allowed by Federal and State law) – assigned to all P-12 students as of the 2007-2008 school year;
- Enrollment, demographic, and program participation information;
- Information about the points at which students exit, transfer in, transfer out, or complete P-16 education programs. The P-12 system includes cohorts to report the new four-year cohort graduation rate beginning in the 2011 school year;
- A State data audit system assessing data quality, validity, and reliability;
- The capacity to communicate with higher education data systems. This application requests funding to accelerate the completion of this section of requirements by adding the fifth and final requirement, the capacity to communicate with higher education data systems through implementation of the Maryland P-20 Model developed in collaboration with P-12, higher education, and workforce agencies.

Postsecondary Requirements. Maryland's current postsecondary system includes:

- Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary institutions, including whether students enroll in remedial coursework
- Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education

The system includes individual student data on enrollment, drop-outs and transfers, credits registered for full or part-time status, remedial courses taken, degrees awarded, cumulative GPA, etc. As outlined later in this proposal, additional elements will be added, when needed, to address the policy questions identified.

A further illustration of Maryland's status on each of the 12 elements can be found in **Appendix C.** **Appendix A** contains a detailed schematic of the P-12 system which is coded by components that are funded and underway and those that are not.

Maryland is seeking funding to accelerate the development of the remaining components of its longitudinal data system, the most important of which is the extension and interoperability of the P-12 system to P-20 and the workforce. To round out the system, additional data collections and alignment will be added, and the P-12 system will be further integrated with program data. This funding will augment other state and federal resources being allocated for other components of the system. As a state with a history of using data to make important policy decisions, from the classroom level to the legislature, Maryland requests these resources to provide educators and policy-makers with additional meaningful data with which to continually improve the education of Maryland's students and to meet federal compliance requirements. Maryland educators look forward to using the upgraded data system to supply additional information concerning the

success of the alignment efforts taking place between the P-12, postsecondary, and workforce levels, and the success of initiatives intended to ensure student success at every level of their education career and into the workforce. At the same time, the new system capabilities will enable Maryland to meet the Assurances of the State Fiscal Stabilization Fund.

(b) Project Outcomes Related to System Requirements and Implementation

This grant request will accelerate and further the advances that Maryland has made in establishing a culture that uses data not only for compliance but also for the improvement of student achievement to ensure our citizens are well prepared for college and a career. Longitudinal data systems are powerful tools to increase the efficiency and effectiveness of solutions that improve student performance and close gaps among disaggregated groups of students. By increasing and simplifying access to those tools, expanding the understanding of how to use them, and formulating and answering the fundamental questions that drive desired improvements, MSDE and its partners seek to engage researchers, policy-makers, program managers, superintendents, administrators, teachers, teacher educators, and the public in the improvement efforts.

The Maryland P-20 LDS Center will be created to warehouse the P-20 LDS data that will be “rolled-up” from state agencies’ existing and planned data collections. Legislation will be introduced during the next session of the Maryland General Assembly in January 2010 which will authorize the creation of the Center for the purpose of sharing data for research on educational program improvement and evaluation of educational programs through this Center. This legislative mandate will also establish a governance structure for the Center. A governing board, led by the Secretary of Higher Education, State Superintendent of Schools, and the Secretary of the Department of Labor, Licensing and Regulation will include additional State leaders and research professionals. An RFQ process will be implemented to determine the specific location of this Center in Maryland, as well as funding to sustain it once implemented. The P-20 LDS Center architecture will be scalable and flexible. Additional data components such as Health and Human Services, Corrections, etc. will be added as needed.

This Center will be the capstone for a system that will establish data flows from the State Education Agency (MSDE), the State Higher Education Commission (MHEC) and the State Labor, Licensing, and Regulation Agency (DLLR). The Center will serve as a central repository of the data in the LDS. The establishment of the Center will accomplish two key outcomes:

Outcome 1: Develop and establish a data warehouse and reporting system to house the P-20 data sets and link to workforce LDS data sets, as well as procedures and policies to oversee, safeguard, and maintain the warehouse

In order to specifically address the first two required data system capabilities discussed in the RFA, an independent data warehouse will be created that receives and stores the necessary LDS data from each of the agency data systems. This new data warehouse and an efficient upload system to transmit data to the warehouse will be developed and managed in cooperation with the participating state agencies. In addition, supplementary systems will be developed. These will include: data architecture including a data model and a data dictionary, a system of quality

assurance processes, a system to link to existing statewide workforce data systems, a system to de-identify data and to manage access, a multi-tiered data analysis and reporting system, and a formal governance plan.

When completed, these systems will form a Maryland Longitudinal Data System (MLDS) Center with a data warehouse and governance structure that will include a longitudinal data repository containing de-identified data for longitudinal data analysis. This data will be retained in multiple forms for analytical purposes.

The warehouse will be populated by and will feed data back to the state agencies. The upload system will include the creation of a view that sits on top of the P-12 LDS at MSDE. This view facilitates the transfer of data from MSDE to the P-20 LDS Center database and back, allowing control of the data points to be included within the MLDS. Design and development of each separate view for the P-12 LDS database at MSDE and the P-20 LDS Center database will take place during this process. Processes for managing data quality and reconciliation issues will be established and the system will include a control table to allow the release of the data to the MLDS upon completion of the operational and quality assurance processes within and between each database.

Individual unit records of students held in this data system will be de-identified in a manner that ensures student privacy but allows the linkage of individual student data from each agency data system. These processes will include creating a separate identifier for each student (an internal one that will only be used within the MLDS data center), provide data security including maintaining identifier/de-identifier files, and establishing guidelines and policies that prevent reporting of potentially identifying data not associated with IDs.

Specifically the warehouse will incorporate a system to insure privacy of data that will:

- De-identify inbound data with an alternate ID unique to individuals to drive the longitudinal analysis.
- Store personally identifiable information that is both secure and has restricted access.
- Manage identities in the secure area, e.g., merging duplicate identities.

A key product of the Data Center will be the creation of high quality, responsive data products to educators at all levels, government agencies, parents, students and others. The MLDS Data Center will provide data to stakeholders at all levels in Maryland. The initial data products flowing back to K-12 and postsecondary agencies and institutions (both 2-year and 4-year) will begin with a series of established reports. These “defined” products will represent the first stage of feedback. The data products will be tailored by Center staff to match the specific needs of target stakeholders driven by the original and subsequent policy questions.

The system for reporting will be two-tiered with a business intelligence system providing access to standard reports, ad hoc data reports and research data extracts. A separate business intelligence tool will be included for more complex multi-dimensional data analysis and reporting. Secure web access for users will be provided through both tools to allow maximum dissemination of data and reports and ensure wide access. A system for rapid development of

new reports will be established. The data available in the data repository will also be available for ad hoc data requests; rules for governing and prioritizing these requests will be developed as part of Outcome 1.

The Grant Project Team, in collaboration with the Governing Board will develop oversight policies and procedures to determine the overall governance of the Center. These policies and procedures will:

- Control data access, priority and approval of data analyses/research;
- Define the process for establishing new policy questions;
- Outline procedures to be used in requesting and implementing changes or additions to the data dictionary and/or data collection.

Procedures and policies to be developed will ensure routine, ongoing safeguards in compliance with FERPA under the direct supervision of the LDS Center Governing Board. Some of these technical safeguards have been described earlier.

The participating agencies of MSDE, MHEC, USM, and DLLR will work to build the capacity of key stakeholders to effectively use data or improve educational outcomes. Specifically, stakeholders will receive training and on-going support to ensure they have the capability to connect with the MLDS Center for easy access to the data and data reports to make effective use of them for planning and management. This will be accomplished through the development and execution of an appropriate plan which combines web-based and face-to-face training and tutorials for key stakeholders.

Finally, the Governing Board will determine the location and maintenance for the system through the development of an RFP and a formal competitive bid process. The successful bidder will have the resources to maintain the Center, under the direction of the Governing Board, and in accordance with the legislative mandate of the State of Maryland.

Outcomes 2 and 3 relate to the postsecondary system. The relationships of these outcomes support the capabilities and elements in the RFA. The Data Submission and Institution Web Portal will support three capabilities by providing data to enable interoperability through establishing the P-12 to postsecondary linkages. It will also establish validation of institution submissions to ensure data integrity. The postsecondary system outcome continues the ability to support interoperability and the linkages through the data provided to the P-20/workforce system. The system will also support federal reporting requirements, maintain student level data, contain transfer and completion data, and monitor data on the transition of students to postsecondary.

Outcome 2: Develop a data submission system that supports the linkage and interoperability to the P-12 and workforce data systems.

The Data Submission System and Institution Web Portal will provide the tools necessary to gather student data in a secure manner from the higher education institutions. It will allow validation of this data when it is initially submitted. The most important component of this system is the addition to the postsecondary collection of the Maryland P-12 unique identifier,

State Assigned Student Identification (SASID), and other directory data for student identification. The linkage of the State's P-12 unique identifier to postsecondary is planned to be completed by the capture of the P-12 identifier via electronic transcripts throughout the P-20 education system. The additional directory data will be necessary to address matching needs of P-12 graduates until the ability for SASID transcript can replace this with a more accurate methodology. As a part of this outcome, a review will be undertaken of the future needs of the postsecondary system and resulting recommendations will provide a strategic plan for future development. A grant program will provide funding for institutions of higher education to make changes to their systems and to report new data to the MHEC to support the P-20 LDS.

Outcome 3: Develop a postsecondary system that supports the linkage and interoperability to the P-12 and workforce data systems.

This outcome supports both linkage and interoperability by providing postsecondary progression and outcomes for individual students that can be linked to P-12 and workforce data. This component of the project will support four of the elements that involve postsecondary institutions. The current postsecondary system will be able to provide enrollment, demographic, academic program, and completion information to the P-20/workforce system. Also current data will be provided that relates to the success of high school graduates and includes remediation status, performance in both the ACT and SAT testing programs, postsecondary grades, and identification of initial credit English and math courses, and the first year grade point average of students. The outcome will also support some of the IPEDS reporting requirements. This will allow the postsecondary system to provide current community college transfer performance information to the P-20/Workforce system. Expansion of the data collected for the postsecondary system in Outcome 2 will allow the system to pass this data to the statewide P-20/Workforce system being developed.

Outcome 4: Plan and implement student/teacher data linking and teacher effectiveness data capture/reporting within the MLDS.

Complete the linking of student/teacher data linking within the MLDS and the implementation of a newly defined data collection to capture teachers, courses, sections and the student population information related to each teacher. Planning and implementation of teacher effectiveness data within the MLDS will be completed.

Outcome 5: Link databases for student-level data for special education, early childhood and career/technology to the MLDS

Plan, design, develop and implement the linking of the special education, early childhood and career/technology student level data to the MLDS ensuring quality control procedures prior to the release of the data. The linkages to all three databases will be completed along with modified reports and new reports to answer policy questions related to these data. Training will be provided to all stakeholders for the new components of the MLDS.

Outcome 6: Upload or Link Workforce data into the P-20 LDS Data Warehouse at the individual student level

The workforce data system is maintained on behalf of the Department of Labor, Licensing, and Regulation (DLLR) by the Jacob France Institute. The system maintains confidential data on employment and earnings, by employer, which has been collected quarterly from April 1985 through June 2009. The Jacob France Institute (JFI) has partnered with the Maryland Department of DLLR to maintain and use a multi-faceted longitudinal database of confidential workforce administrative records since 1991. JFI's performance in the early and mid 1990s led, in 1998 and subsequent years, to the U.S. Department of Labor's award of funds for JFI leadership to develop a national multi-state Administrative Data Research and Evaluation (ADARE) initiative. This track record of intrastate and interstate performance to date offers a solid foundation on which to build new SLDS products and features.

This existing system will serve as the third agency component system which will either upload data to or directly link its data with the data warehouse in the P-20 LDS Center. This system will be used to provide tracking of students from graduation into the workforce and to begin efforts to extend Maryland longitudinal tracking into an interstate setting. The JFI and its workforce system will serve as a key partner to achieve the following goals:

- Link Workforce data to the P-20 LDS Data Warehouse at the individual student level;
- Establish, with workforce agencies in other states and with the federal government, MOU's for data sharing and create regular data flows from those agencies to Maryland data systems.

The Jacob France Institute has served as the higher-than-agency-level aggregator of workforce and related data. It will continue in this role providing analysis of data for workforce issues and will maintain the workforce data base. It will provide a direct linkage for the Maryland P-20 LDS Center to that data for the analysis by the P-20 LDS center of multi-segmental issues and educational outcomes of students from Maryland's P-20 institutions. Alternately, a routine data upload from JFI to the center could be substituted for direct access. The linking element for these data will be the social security number provided in wage and other employment records and used as a linking data element in most P-20 data records.

Outcome 7: Establish, with workforce agencies in other states and with the federal government, MOU's for data sharing and create regular data flows from those agencies to Maryland data systems.

JFI will facilitate and enable the exchange of workforce data among agencies and institutions between States. They will seek amendment of currently active MOUs among the State Employment Security Agencies in DC, MD, NJ, OH, PA, VA and WV to enable authorized collection of workforce data for defined-use purposes related to student outcomes. They will review, and amend if necessary, the active MOU DLLR has with the Federal Office of Personnel Management to authorize defined-use delivery of Federal civilian employee status information. They will continue to interact with current and proposed new ADARE initiative partners in other states to optimize the pace and scope of progress toward inclusion of a robust interstate workforce component in Maryland's SLDS. Through these activities, JFI will establish routine data flows regarding the activities and success of Maryland students in the workforce in those jurisdictions and additional ancillary flows of data to support JFI's activities.

(c) Timelines for Project Outcomes

To maximize the efficiency of the project and ensure timely completion, many of the outcomes will have concurrent timelines. This will be facilitated by the separate partner project staff members and vendors working on each of the partner components. The Project Manager will ensure collaboration during the component development phase.

Outcome 1: Develop and establish a data warehouse and reporting system to house P-20 data sets and link to workforce LDS data sets, as well as procedures and policies to oversee, safeguard, and maintain the warehouse.

(June – December 2010)

The specific institutional and physical location of the data warehouse will be determined within the first six months of the grant award.

(June 2010 – June 2011)

The final architecting and creation of the systems associated with and housed by the Center will be completed by the end of Year I of the grant. The upload systems and views housed in MSDE systems will be completed during that time period. The P-20 LDS Center architecture will be scalable and flexible. Additional data components such as Health and Human Services, Corrections, etc. can be added as needed.

All procedures and policies will be developed during the first grant year in concert with the development of the system architecture discussed above. These procedures will be in use at the LDS Data Center as soon as that system becomes operational.

The key reports will be developed during the course of Year I (2010-2011). Rules and procedures for ad hoc data requests will also be established during this period.

(June 2011 – June 2012)

During Year II, the system will be constructed and testing of systems and data quality will take place. “Defined reports” will be produced and reviewed in Year II of the grant during the system development phase and will be widely available when the system becomes operational. The system for report development will be established during Year II of the grant.

The plan to build the capacity of key stakeholders to effectively use data or improve educational outcomes will be implemented during the three-year grant period. The plans for capacity building will be completed in Year I (2010-2011) and the training will begin during Year II in order to prepare the stakeholders to use the system effectively as soon as it is operational.

(June 2011 – June 2013)

Appropriate system integration of MSDE, MHEC, DLLR and the P-20 LDS Center will be completed in Years II and III. The data warehouse, including all ancillary systems within the center and at the agencies, will be fully operational in Year III of the grant.

Outcome 2: Develop a data submission system that supports the linkage and interoperability to the P-12 and workforce data systems. This outcome will be accomplished

with a series of milestones to provide the contractual services necessary to supply the resources to accomplish both postsecondary outcomes.

(June-October 2010)

The first milestone of two anticipated contractual needs is to obtain a full-time site project manager for the duration of the contract. This is necessary to insure success of the postsecondary developer's contract and to provide State required oversight.

(October 2010-May 2011)

The second milestone will be to secure a second contract for a developer of an expanded postsecondary system. Both of these contracts must follow State procurement standards and State requirements for oversight for Major Information Technology Development Projects.

(May – September 2011)

The third milestone will be the first deliverable from the developer. The State will require the developer to examine the systems used in selected and comparable states to Maryland. This is an important part of the process as there is a lack of national guidance on what constitutes a model State postsecondary system, especially at a detailed system level. Since most State postsecondary systems were developed over long periods, each has unique requirements that were established to meet specific State needs. This environment is considerably different from the P-12 initiatives more recently undertaken and postsecondary does not have national guidance or standards available as does the P-12 system. The federal reporting requirements also reflect the differences in the types of data collected and the methodologies used. Postsecondary uses the IPEDS graduation rate survey methodology and does not have the same data for student exit points used in the P-12 system. Since Maryland's postsecondary system has been in operation for over 30 years, this review, in conjunction with the data needs prescribed by the P-20 system, is vital to guiding the future direction of the system. The review will include discussions with the various postsecondary segments to provide perspectives on both how and what data needs should be expanded. The deliverable will be a report to the Maryland Higher Education Commission which will include recommendations on how the Maryland postsecondary system should be modified to meet the future demands for P-20 data while reducing the overall cost to collect and maintain it.

(September 2011 – June 2012)

The fourth milestone is to provide an institutional Web Portal that will securely transfer the information and perform data validation. The basic design of the system is expected to follow the methodology used in USDOE IPEDS to allow minimal retraining of institutional providers. The contract will include training of the institutional personnel regarding data requirements and the submission process as well. The new submission tool will provide submission of data in multiple formats including extensible markup language (XML). The process will include tools for the MHEC staff to monitor, validate, and hold data in the collection system until data is released to the postsecondary warehouse for retention and use.

(March 2011 – March 2012)

The fifth milestone will provide a grant funding stream to postsecondary institutions. The grant program to institutions will be developed and administered by MHEC directly and not by the

development contractor. Its main function will be to provide institutions funds to expand their system to collect, maintain, and report to MHEC the data required in the expanded postsecondary system. The most important component is the collection of the P-12 unique identifier from transcripts. This is the key to establish the linkage from social security numbers used as identifiers in the current higher education data system to the P-12 student identifier necessary for the development of the P-20/Workforce system. Postsecondary institutions will also be required to produce additional data submissions to provide data needed for federal reporting. The reporting of the postsecondary enrollment and success data (new two-year federal period) are two of the expanded data submissions and are required by the State Fiscal Stabilization Fund Assurances.

Outcome 3: Develop a postsecondary system that supports the linkage and interoperability to the P-12 and workforce data systems. This outcome results in the complete development of a postsecondary system moving data from the institutional data collection system into a postsecondary warehouse system and then subsequent delivery and integration of selected postsecondary data to the P-20/Workforce system. It will contain two major milestones or deliverables:

1. MHEC Data Warehouse for postsecondary education
2. Data Submission capabilities to P-20/Workforce system

Each of the last two deliverables by the development contractor will include design, development, and implementation phases. It is expected that a large part of the design for deliverable 2 will occur in the development of deliverable 1 to insure data integrity through process.

(July 2012 – June 2013)

The first deliverable is the MHEC Data Warehouse for postsecondary education. This will function as an analysis, secondary verification level, and staging area for data for the P-20/Workforce system. This deliverable will need to consist of a main longitudinal data base, an internal web portal for processing control and analysis, and reporting tools for MHEC postsecondary research requirements. These needs are for policy research, planning, accountability, educational improvement studies, and review of state programs including financial aid. The data is retained within this system until the selected data, as determined by the P-20/Workforce system, is submitted to it. One of the tasks will be to have a legacy data conversion tool to bring forward the 30 year investment in higher education data for postsecondary needs in addition to P-20 needs.

(July 2012 –June 2013)

The second deliverable is the ability to provide the interface to the P-20/Workforce system. This may be evolving in parallel to the P-20/Workforce system and therefore their development is deferred until the end of development (and contract period). Consideration will need to be given to the data verification process of the P-20/Workforce system and how this will be integrated between the two systems.

Outcome 4: Plan and implement student/teacher data linking and teacher effectiveness data capture/reporting within the MLDS.

Plan and implement student teacher data linking:

MSDE will have a contract in place from our previous grant award to be able to proceed with this work immediately. Currently, this outcome is an unfunded component of the existing contract and was planned in this manner due to the lengthy state procurement process. The selected contractor will be working on the components that are funded with our previous grant award that was defined in a modular approach to prevent any redundancy of effort and cost. The contract being in place will allow MSDE to move forward quickly in completing this component. A new data collection will be designed, developed, and implemented within the existing data collection framework of MSDE's Web Data Collection System (WDCS). The MLDS Project team will be completing this work along with approximately four local school systems who will serve as pilot sites.

Teacher effectiveness data capture and reporting: This work entails the enhancement of the teacher certification data collection process to include key data elements that will result in meaningful analyses of teacher preparation programs and teacher effectiveness in public school systems in Maryland. These new elements, not currently captured, would be used to support a direct connection from teacher preparation and experience in high and low poverty schools with student achievement (Outcome #4) and to assure that all teachers of record are highly qualified. This system modification, with newly defined elements, would allow Maryland to analyze data to measure improvement in teacher preparation and student achievement as well as present a historical view of teacher recruitment, retention, and certification. The MLDS Project Team and the data owners, as well as subject matter experts of the Educator Information System, will be completing this work.

(June – December 2010)

A new data collection will be defined to include the unique teacher identifier, standardized course codes, sections, and classes along with the student population enrolled in that course, section, and class utilizing the Secondary School Course Classification (SCED) model for secondary schools. This grant request will capture the teacher identified by course, section and class and all student members of that unique unit. During this time period, Joint Application Design sessions will occur to define the specific requirements for capturing these data with our contractor and subject matter experts that are part of the MLDS Project Team. The new collection will be designed and developed within the existing data collection framework of MSDE's Web Data Collection System (WDCS). A procurement RFQ will be drafted to obtain the technology services for the teacher effective web portal and reporting for the MLDS.

(January - March 2011)

Testing of the new student/teacher data collection will occur during this time period. Training of internal stakeholders will begin prior to the beta testing of the product. A train-the-trainer approach, utilizing webinars, will occur to train a sampling of local school system personnel (four local school systems) to test the product for the collection of the new data.

The procurement process for the teacher effectiveness web portal and MLDS component will be completed. New standard reporting processes to provide data for internal and external

stakeholders will be designed as well as a public web portal for stakeholders to access teacher preparation and effectiveness information within the existing Educator Information System web portal.

(April – June 2011)

During this time period, the data capture product will be finalized. External stakeholders will be trained to access and use reports within the MLDS. Four local school systems (LSS) and a total of 16 schools will be trained on the MLDS reports in the training center at MSDE. LSSs will provide feedback during the training session.

The public portal for stakeholders to access teacher preparation and effectiveness information will be developed. Standard reports to support compliance with Title I and Title IIA will also be developed as well as new reports that provide data on teacher preparation and effectiveness.

(July – August 2011)

During July and August, 2011, training for all local school systems and school-level personnel utilizing webinars will be provided. The final implementation and rollout of the student/teacher linking outcome within the MLDS will be scheduled. The public portal for stakeholders to access teacher preparation and effectiveness information will be tested as will the standard reports to support compliance with Title I and Title IIA. New reports that provide data on teacher preparation and effectiveness will be tested. The public access web portal for the teacher certification and teacher effectiveness component of the MLDS that provides transparency to the public will also be tested. Reports that provide data on teacher preparation and effectiveness will be implemented.

Outcome 5: Link databases for student-level data for special education, early childhood, and career/technology to the MLDS. State programs for special education, early childhood and career/technology education will be linked. MSDE will have a contract in place from our previous grant award that will allow us to proceed with this work immediately. Currently, this outcome is an unfunded component of the existing contract and was planned in this manner due to the lengthy state procurement process. The contractor will be working on the components that are funded with our current grant award defined in a modular approach to prevent any redundancy of effort and cost. This work will be completed by the MLDS Project Team and data owners, subject matter experts for each of the databases and approximately four local school system personnel. The work entails the creation of a view that sits on top of each of the databases to be linked to the MLDS. The view allows column and row control of the data points to be included within the MLDS. A control table will have to be created within each database to allow the release of the data to the MLDS upon completion of the operational and quality assurance processes within each database. The control table allows the necessary version control and release of the final data to the MLDS. Full vetting of the data within the early childhood, special education and career/technology databases must occur prior to the release of the data to the MLDS. The linkages would not be real time but occur on a periodic timetable that concurs with the completion of the operational and quality assurance processes.

(June 2011 - September 2011)

During this time period, the elements to be included in a view that sits on top of the early childhood, special education and career/technology databases that facilitates the linking to the MLDS via the unique student identifier will be defined. Policy questions will be defined that will be answered by incorporating these data into the MLDS.

(October 2011 –January 2012)

Each separate view for the early childhood, special education and career/technology databases will be defined and developed. New reports that present these data and answer policy questions will be developed. Existing reports will be modified to include program participation and additional pertinent information relevant to each program.

(February– April 2012)

The linkages to all three databases and the new components of the MLDS, along with the reports, will be tested. Efforts will be made to ensure that policy questions have been answered appropriately and presented in a clear, articulate manner. Training will be provided to all stakeholders for the new components of the MLDS. The new components of the MLDS for early childhood, special education, and career/technology education will be implemented.

Outcome 6: Upload or Link Workforce data into the P-20 MLDS Data Warehouse at the individual student level

(June 2010 – May 2011)

All policies and procedures for the linking (or uploading) of workforce data to the MLDS Center will be established during Year I.

(June 2011 – May 2012)

Starting in Year 2, JFI will participate in the testing and data assurance activities with the MLDS Center.

(June 2012 – May 2013)

Beginning in Year 3, the data linkage to JFI will be fully operational and will feed data into the Center.

Outcome 7: Establish, with workforce agencies in other states and with the federal government, MOU's for data sharing and create regular data flows from those agencies into Maryland data systems.

(June 2010 – May 2011)

All MOU's will be in place and discussions of specific data flows will be ongoing by the end of Year 1 of the grant.

(June 2011 – May 2012)

Pilot data downloads will be collected during Year 2, and data exchange specifications will be finalized.

(June 2012 – May 2013)

All data flows will be routinely made beginning in Year 3.

(d) Project Management and Governance Plan

As the entity responsible for the submission and execution of the project, MSDE will assume responsibility for the approval and oversight of project activities. The State Superintendent of Schools, Dr. Nancy S. Grasmick, assisted by the heads of the three other partner agencies, will be briefed on project progress and will take all necessary steps to ensure that the project is kept on track and within budget. Governor Martin O'Malley fully supports this project. **Appendix D** presents the letters of support from the Governor and all involved agencies.

There are seven outcomes for this project based on the work projected by the four collaborating partners who have committed to a plan to complete development of a Maryland Model for a P-20/Workforce longitudinal data system. The four entities participating in the proposed project are:

1. **The Maryland State Department of Education (MSDE)** whose outcomes are focused on the completion of the DQC and America Competes components for the P-12 data system;
2. **The Maryland Higher Education Commission (MHEC)** whose outcomes are to upgrade its legacy-based platform collection system to meet the requirements of postsecondary systems;
3. **The Jacob France Institute (JFI) of the University of Baltimore**, acting in partnership with the **Department of Labor, Licensing, and Regulation (DLLR)** whose outcomes are to develop the workforce linkage and update data collections as required and;
4. **The University System of Maryland (USM)** that will facilitate linking the above systems to build the P-20/Workforce longitudinal data system and implement the Maryland Model.

These partners have been discussing this work for many months, and formed a cohesive group in the summer of 2009 to draft a plan which was submitted to the Governor in September. The funding for this initial work was and continues to be in-kind contributions of existing staff. While the partners in this application represent four agencies, the workgroup that conceived of the plan included diverse representation from the four listed previously as well as the Maryland Association of Community Colleges (MACC), Maryland Independent Colleges and University Association (MICUA), St. Mary's College, Morgan State University, and others. Their involvement is crucial to the success of the project.

The project will be overseen and managed at four key sites by LDS Teams with overlapping members and diverse representation, known collectively as the Grant Project Team. These team members have expertise in the specific areas germane to the project and include staff at the Secretary, Chancellor, Deputy Superintendent and Assistant State Superintendent level. The team will be called on to provide guidance and input in their areas of expertise as well as interact and collaborate to facilitate engagement in the project activities and goals. Maryland's on-going collaborative relationship with staff in various roles in the school systems and a variety of other stakeholders is independent of the proposed project, but continues to serve well as a key vehicle to enhance stakeholder involvement and input.

The contractual Grant Project Manager will be assigned to the Division of Accountability and Assessment within MSDE, and will coordinate the activities of the Grant Project Team. The

Grant Project Manager will maintain the complete master project plan and provide a schedule of required reports, conference calls and meetings with MHEC, JFI/DLLR and MLDS Center site Project Managers to ensure each component of the project remains on time, within budget, and results in a high quality and functional component. The Grant Project Manager will facilitate task completion, schedule adherence, daily status, and effective communication. Detailed task planning and management for each outcome will include defined deliverables, resource assignments, task estimates, schedules, dependencies, and project milestones. The Site Project Managers will track weekly progress against the plan, reporting status, and variance to the Grant Project Manager. Addressing any variances early is critical to the success of the project in order to avoid major impact on project schedule and cost.

The Grant Project Team will meet monthly, (more often when needed) to be apprised of progress, risks, and to propose solutions to any issues that have developed. Monthly project status reports will be submitted by Site Project Managers prior to these meetings to include: project schedule, accomplishments, milestones completed, issues requiring attention, recommendations to resolve issues, plans for the next reporting period, and project change control summary. Finally, a quarterly newsletter on project status will be generated collaboratively by the site Project Managers and the Grant Project Manager and posted on MSDE's website.

The Grant Project Manager will work closely with the project manager of the current P-12 grant and require regular reports to ensure non-duplication and coordination of the two grants.

Under SFSF, the MSDE Project Manager will coordinate the required quarterly reporting for ARRA and also post updates and progress reports on the projects on MSDE's website (www.marylandpublicschools.org/msde).

The overall design of this project follows a logical, top-down sequence of activities and tasks structured to finish the construction of the Maryland LDS and to articulate and implement the processes needed to maximize the utility of the system. The project began with a comprehensive review of the state's policy questions and a re-alignment of data requirements to ensure that the Maryland LDS can be used to improve teaching and learning. Based on the plans and requirements developed through the strategic plan, the grant team will plan and write requests for proposals (quotations) to obtain the services of highly skilled technology vendors that have a proven track record with other states in designing and developing state longitudinal systems. Vendor mandatory requirements will be explicit in requiring the necessary experience and skills technically, in addition to educational PreK-20 experience. The procurements will be designed as deliverables based on the full complement of steps performed in the System Development Life Cycle (SDLC). This methodology has been very successful with other projects where the state has procured the services of a vendor to perform the necessary work.

The ten SDLC phases that will be employed are:

1. Initiation Phase
2. System Concept Development Phase
3. Planning Phase
4. Requirements Analysis Phase
5. Design Phase
6. Development Phase
7. Integration and Test Phase
8. Implementation Phase
9. Operations and Maintenance Phase
10. Disposition Phase

SDLC Phase 1 and Phase 2 above have been completed by the Grant Project Team through the vision definition that Maryland has developed. Each step of the SDLC must be followed by the vendors for each outcome defined, beginning with the Planning Phase through the Disposition Phase. These efforts are collaborative with staff personnel, the Grant Project Team and local school systems and institutions of higher education. The vendor will be required to deliver documented requirements resulting from the requirements gathering and collaboration efforts with all stakeholders. Requirements will be fully vetted prior to any design and development work by the Grant Project Team. Design requirement documents delivered by the vendor must be approved by the relevant agency as well as MSDE prior to any development work beginning. Once a beta version of the product has been delivered to the Grant Project Team, testing of the product by site in-house staff will begin. Upon successful completion of in-house testing, a sampling of stakeholders from our local school districts, schools, institutions of higher education and researchers will be asked to test the product with oversight by the vendor and Grant Team personnel.

Once the system is operational, the Grant Project Team will cede responsibility for governance of the Maryland P-20 LDS Center to the P-20 Center Governing Board. This Board will be led by the State Superintendent of Schools, Secretary of Higher Education, and the Secretary of the Department of Labor, Licensing and Regulation. Its membership may also include additional State leaders and research professionals as determined by the Governor or Legislature. The Board's key functions will include: general oversight, overseeing the existing policy agenda and developing new policy questions, reviewing research requests and setting policies for ad hoc data requests, and ensuring policies for FERPA compliance are appropriate, in place and followed. Additionally the board will work in conjunction with State-level agencies to ensure ongoing articulation of systems at the agency level with those at the MLDS Center level.

(e) Staffing

Grant Sponsor/Project Director. The Project Director is **Dr. Leslie Walker Wilson**, MSDE Assistant State Superintendent for Accountability and Assessment. Dr. Wilson will assume ultimate responsibility for the successful completion of the proposed project and provide 20% of her time in each year of the project. **Grant Project Team member**

Functional Requirements Facilitator P-12. The Functional Requirements Facilitator is **Janice Johnson**, Chief of the Accountability Branch in MSDE's Division of Accountability and Assessment. She will be responsible for defining the requirements of the project and writing the RFQ to procure all required contractor services. She will also coordinate and monitor participation in contractor meetings and ensure that essential departmental staff is involved in design and decisions. Ms. Johnson will provide 40% of her time each year of the project.

Grant Project Team member

Functional Requirements Manager P-12. **Doug Strader** will serve as Functional Requirements Manager. In his current role as Section Chief, Accountability, he is responsible for the design and implementation of all data collections. Mr. Strader will continue this responsibility as new data collections are added and current data collections are modified. Mr. Strader and his staff will play key roles in defining the requirements for the automated data editing and verification processes. He will serve as a key member of the MSDE Data Management Team for the project. Mr. Strader will provide 20% of his time each year of the project.

Technical Coordinators P-12 (2). The Technical Coordinators provide expertise to the contractors in the structure format and design of Maryland's current systems and will work closely with the contractors to maintain the integrity of the current systems while facilitating the development of the LDS. **Mike Pautz**, Section Chief of Information Management, and **Timothy O'Quinn**, Education Program Specialist, both in the Division of Accountability and Assessment, will serve as Technical Coordinators for the project. Mr. Pautz will provide 20% and Mr. O'Quinn will provide 10% of his time for each year of the project.

Technical Support P-12. **Marc Allen**, Data Base Administrator Supervisor will provide additional technical support as required for specific data collections and applications. Mr. Allen will provide 15% of his time each year of the project.

Quality Assurance Specialists P12 (2). **Mike Pautz**, Section Chief of Information Management and **Timothy O'Quinn**, Education Program Specialist, will provide the necessary expertise and assistance to the contractor to implement the effective data validation and cleansing edits to ensure data quality. They will also design reports to be used by programs and school systems to evaluate and verify the accuracy of data prior to final linking of the data to the MLDS. Mr. Pautz will provide 20% and Mr. O'Quinn will provide 10% of his time each year of the project.

Subject Matter Experts P-12 (5). The six subject matter experts named in the budget narrative each have extensive experience and expertise relative to various programs and data collection requirements. These experts will be key to the efficient identification of needed data elements, data edits and validation reporting necessary to meet federal reporting requirements as well as program reporting needs. The following five subject matter experts each year of the project are listed: **Sally Slade** 10%; **Brenda Muir** 15%; **Laia Block** 15%; **Kathy Donithan** 15%; **Elizabeth Mangano** 15%.

Special Education Executive. Dr. Carol Ann Heath is the Assistant Superintendent Special Education and Early Intervention. She will continue to serve on the LDS Leadership Team. Dr. Heath will also serve as the executive responsible for the integration of the Special Education Data warehouse into the LDS and inform additional project activities. Dr. Heath-Baglin will provide 5% of her time each year of the project.

Early Childhood Executive. Dr. Rolf Grafwallner is the Assistant Superintendent for the Division of Early Childhood Development. He will serve on the LDS Leadership Team as the executive responsible for the integration of the early childhood data within the MLDS. Dr. Grafwallner will provide 5% of his time each year of the project.

Functional Requirements Facilitator –Early Childhood. The Functional Requirements Facilitator for early childhood is **Phil Koshkin**, Program Manager. He will be responsible for defining the requirements to build the view, link to the early childhood data, and report from the MLDS. Mr. Koshkin will provide 5% of his time each year of the project.

Career and College Readiness Executive. Katharine Oliver is the Assistant Superintendent for the Division of Career and College Readiness. She will serve on the LDS Leadership Team as the executive responsible for the integration of the career and college readiness data within the MLDS. Ms. Oliver will provide 5% of her time each year of the project.

Functional Requirements Facilitator –Career and College Readiness. The Functional Requirements Facilitator for career and college readiness is **Patricia Mikos**, Program Manager. She will be responsible for defining the requirements to build the view, link the career and technology education student data and report from the MLDS. Ms. Mikos will provide 10% of her time each year of the project.

Teacher Certification Executive. Jean Satterfield is the Assistant Superintendent for the Division of Certification and Accreditation. She will serve on the LDS Leadership Team as the executive responsible for the integration of the teacher program preparation and effectiveness data within the MLDS. Ms. Satterfield will provide 5% of her time each year of the project.

Functional Requirements Facilitator –Teacher Effectiveness. The Functional Requirements Facilitator for teacher effectiveness is **Joann Ericson**, Certification Branch Chief within the Division of Certification and Accreditation. She will be responsible for defining the requirements to build the view, link the teacher effectiveness data, and report from the MLDS. Ms. Ericson will provide 10% of her time each year of the project.

Documentation Specialist. Challis Breithaupt is the EDEN/EdFacts Coordinator and a Project Manager in the Division of Accountability and Assessment. She will continue to serve on the Leadership Team and will be responsible for maintaining all documentation related to the LDS system, including business rules and governance. Ms. Breithaupt will provide 15% of her time each year of the project.

Grant Project Manager P-20. The Grant Project Manager will be hired via a contract. He/she will facilitate and coordinate all grant activities, including communication and reporting between IES and Maryland's team. The Grant Project Manager will also engage in hands-on management of activities related to each objective including task completion, schedule adherence, up-to-date status, and effective communication. The Grant Project Manager will be responsible for coordinating activities from the individual site Project Managers for the MHEC and USM components of this project. Detailed task planning and management will include defined deliverables, resource assignments, task estimates, schedules, dependencies, and project milestones. The Project Manager will track weekly progress against the plan, reporting status, and variance to the management and stakeholders on a regular basis. The Project Manager will be responsible for all ARRA reporting requirements and provide 100% of his/her time each year of the project. **Grant Project Team member**

Chief Information Officer P-12. MSDE's Chief Information Officer, **Sidney Drake**, will provide expertise and technical guidance as to the integration of information systems and hardware configuration. Mr. Drake will be responsible for coordinating activities with local school system chief information officers. Mr. Drake will provide 5% of his time each year of the project.

Postsecondary Project Director. The Project Director for the postsecondary component of the project is **Charles Benil**, Chief Information Officer and Postsecondary System Coordinator. Mr. Benil will function in the role of technical project manager for postsecondary and have responsibility for the successful completion of the higher education data component. He will provide senior level expertise and guidance on information systems technical issues. His time commitment is 35% each year of the project. **Grant Project Team member**

Executive Project Sponsor PS. Dr. George Reid, Assistant Secretary Academic Affairs, will be responsible for oversight, directing resource allocation, and major issue resolution. Dr. Reid will also provide senior policy direction for the postsecondary project component of the project as well as decisions involving data acquisition. The time commitment is estimated at 5%.

Postsecondary Technical Specialists (2). The two technical specialists will provide support for the existing system while participating in the new postsecondary system. These experts will be defining the requirements for the automated data editing and the validation processes necessary to meet postsecondary IPEDS federal reporting requirements as well as postsecondary needs. They will ensure integrity of the data as it is moved into the new system.

Mrs. **Robyn Brayton**, Senior Systems Specialist, will provide expertise for the development of the new system. In this role, she will provide guidance to the contractor for the requirements and design of the system. Mrs. Brayton will commit 25% of her time to the project each year.

Mr. **Alex Robertson**, Systems Specialist, will provide expertise for the development of the new system. He will provide system requirements, data element information and reporting needs for the new system. His time commitment is 15% each year of the project.

Postsecondary Subject Matter Expert. Dr. Danette Howard, Director Research and Planning, will provide expert advice concerning the data content needs and definitions for the new system. In this role, she will be providing review of the system to align its capabilities with data needs to address postsecondary policy decisions. She will have a major role in deciding on new data needs to support analytical studies to support policy decisions. Dr. Howard will devote 10% of her time each year of the project.

Postsecondary Site Project Manager. The Site Project Manager will be obtained through contract to ensure that the higher education component of the project remains on schedule, within budget and completes all designated deliverables. The Project Manager will be the primary coordinator of the postsecondary component of the project, including communicating and reporting to the P-20 Project and the Grant Manager for P-12. The Postsecondary Site Project Manager will also engage in hands-on management of activities related to each objective including task completion, schedule adherence, up-to-date status, and effective communication. Detailed task planning and management will include defined deliverables, resource assignments, task estimates, schedules, dependencies, and component milestones. The Postsecondary Site Project Manager will track weekly progress against the plan, reporting status and variance to the management and stakeholders on a regular basis. **Grant Project Team member**

Executive Project Sponsor, University System of Maryland (USM). Dr. Ben Passmore, as Director of Policy Research and Analysis for the University System of Maryland, will provide oversight, direct resource allocation, and will be responsible for major issue resolution. Dr. Passmore will also provide senior policy direction for the USM component inclusive of decisions involving research policy questions. Dr. Passmore will devote 5% of his time each year of the project. **Grant Project Team member**

Executive Technical Sponsor USM. Dr. Donald Spicer, as Associate Vice Chancellor for Information Technology, will provide technical expertise and oversight for the P-20 MLDS Center. Dr. Spicer will be responsible for major issue resolution relating to the P-20 MLDS Center. Dr. Spicer will devote 5% of his time during each year of the project.

Technical Coordinator USM. Stan Jakubik, serves as the Assistant Vice Chancellor, Administration and Finance, University System of Maryland. Mr. Jakubik will coordinate the process for establishing the Center. Mr. Jakubik will commit 50% of his time each project year. **Grant Project Team member**

Site Project Manager USM. The MLDS Site Project Manager will be obtained through contract to monitor the project to ensure that the project remains on time and within budget. The Project Manager, USM, will be the primary coordinator for USM inclusive of responsibilities for communication and reporting to the P-20 Project and the Grant Manager for P-12. The MLDS Site Project Manager will also engage in hands-on management of activities related to each objective including task completion, schedule adherence, status, and effective communications. Detailed task planning and management will include identified deliverables, resource assignments, task estimates, schedules, dependencies, and component milestones. The MLDS Site Project Manager will track weekly progress against the plan, reporting status and variance to the management and stakeholders on a regular basis. **Grant Project Team member**

Executive Project Sponsor JFI. Dr. David Stevens as Executive Director of the Jacob France Institute, Merrick School of Business University of Baltimore will provide oversight, direct resource allocation, and be responsible for major issue resolution for the workforce component of the P-20/Workforce System. Dr. Stevens's expertise will be obtained through a contract.

Grant Project Team member

Researcher/Statistician JFI. Ms. Treva Stac, a researcher and statistician for the Jacob France Institute, will conduct various education research studies and outcome evaluations using advanced statistical methods. She will develop appropriate statistical methodology and data analysis for the workforce data component. She will formulate new ideas for research design and reports related to workforce data. Ms. Stack's expertise will be obtained through a contract.

Data Base Manager JFI. Mr. John Janak, as the data base manager for the Jacob France Institute, will work in partnership with the Maryland Department of Labor, Licensing and Regulation (DLLR), Maryland Department of Business and Economic Development, Maryland Department of Human Resources, Maryland Department of Education, The University of Maryland, and the Annapolis Data Center to exchange and retrieve data to fulfill the Institute's research directive and ensure that the linkages to the P-20/Workforce data base are implemented accurately and securely.

Project Narrative

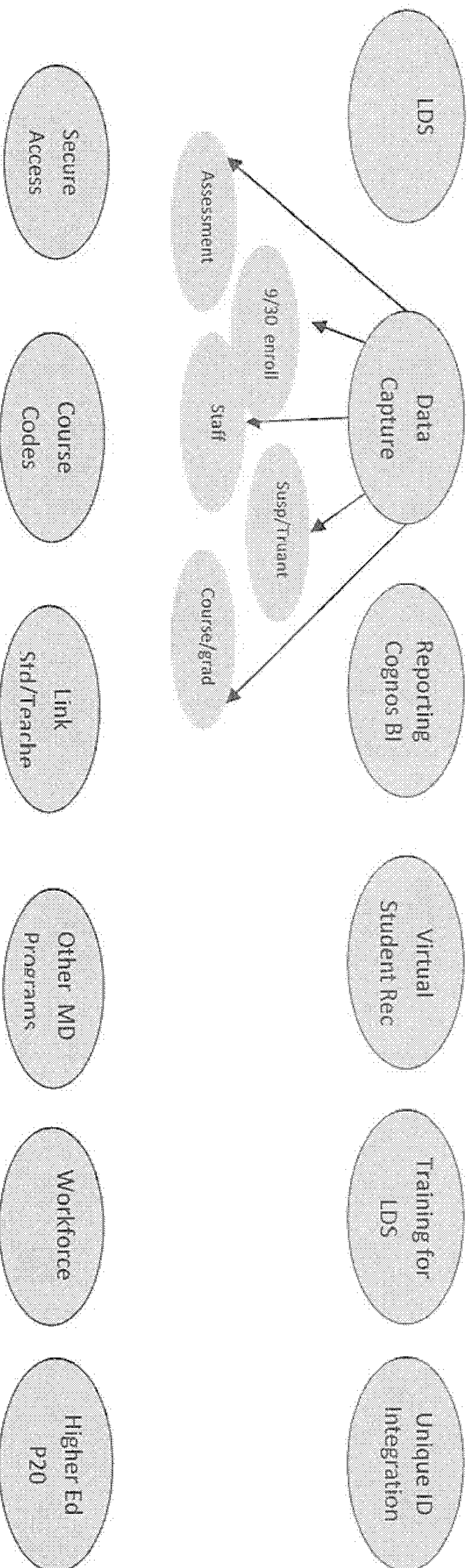
Project Narrative - Appendix A, Optional Attachments

Attachment 1:

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Appendix – A

Maryland's Enterprise Longitudinal Data System Components



Policy Questions Matrix

For each stage of education and then in the workforce a set of specific policy questions has been developed. The policy questions are divided into: High School Readiness, High School Success and College Readiness, Post-secondary Access and Success, and Workforce Success (General and Teachers). They appear in the matrix below. In addition the data needed from each segment level is noted. With each data element a parenthetical note follows, which indicates the status of that data element at the state level in Maryland. The first indicator notes whether the data element is currently available in a state level agency data system, the second the relative cost to include such an element in the LDS data, and the third the likely date that such an element could be included).

High School Readiness

Policy Questions	Individual Level data Needed - Element (availability/cost/time)		
	P-12 data	Post-secondary data	Workforce data
<ol style="list-style-type: none"> 1. Are students academically prepared for high school? 2. What are the academic, social or background risk factors for students to not succeed? 3. Are student meeting grade-level benchmarks on state standards? 4. Have students taken the coursework to prepare them for the entry-level high school coursework? 5. How does academic preparation for high school vary among 8th grade students of different backgrounds? 6. What is the relationship between students' academic preparation leaving middle school and their success in high school courses? 7. What proportion of the students who enter elementary school maintain continuous enrollment and complete high school in a timely manner? 8. What students are being lost in the transition between middle and high school? 	<ul style="list-style-type: none"> • Student level enrollment data to track mobility and attrition (yes/low/2011) • Student level demographic and program participation data including race/ethnicity, poverty status, language status, and geographic location (yes/low/2011) • Student level state test data of students entering high school (yes/low/2011) • Information on untested students and reasons why test data unavailable (yes/low/2011) • Student level course-taking and course completion data which indicate participation and performance (particularly in "rigorous" courses such as algebra prior to high school) (no/high/2011) • Linking element between Principal, Teacher and Student Data (no/high/2011) 		

High School Success and College Readiness

Policy Questions	Student Level data Needed - Element (availability/cost/time)		
	P-12 data	Post-secondary data	Workforce data
<ol style="list-style-type: none"> Are students academically prepared to graduate high school and enter college? What percentage of HS graduates who go to college take remedial courses? Have students taken the coursework to prepare them to succeed both in terms of years of study and level of coursework? How does academic preparation vary among high school students and graduates of different backgrounds? Are students meeting state standards, end-of-course criteria and end-of-high school requirements? What proportion of the students who enter 9th grade maintain continuous enrollment and complete high school in a timely manner? What is the relationship between student's performance on State Tests and subsequent performance in first year of college What students are being lost in the transition between high school and college? Are students graduating work-ready and how is this assessed? Are students employed after high school and in what type of jobs? 	<ul style="list-style-type: none"> Student level enrollment data to track mobility and attrition (yes/low/2011) Student level demographic and program participation data including race/ethnicity, poverty status, language status, and geographic location (yes/low/2011) Student level state test data of students entering high school (yes/low/2011) Student level course-taking and course completion data which indicate participation and performance (no/high/2011) National Assessment data for admissions and placement (e.g. PSAT, SAT, ACT, AP, IB) (no/low/2011) High School GPA (no/low/2011) Information on untested students and reasons why test data unavailable (yes/low/2011) Linking element between Principal, Teacher and Student Data (no/high/2011) 	<ul style="list-style-type: none"> Student level Enrollment data (yes/low/2011) Student level demographic data including race/ethnicity, poverty status, and citizenship (yes/low/2011) Remediation data (limited/medium/2011) Student level course-taking and course completion data which indicate participation and performance (no/high/2013) Post-secondary GPA particularly after the first year (limited/low/2011) Retention data after the first year (yes/low/2011) Completion status and time to degree (yes/low/2011) 	<ul style="list-style-type: none"> Individual level employment data including type of work and wage data. (yes/medium/2011)

Post-secondary Access and Success

Policy Questions	Student Level data Needed - Element (availability/cost/time)		
	P-12 data	Post-secondary data	Workforce data
<ol style="list-style-type: none"> Are students academically prepared to enter college and complete their programs in a timely manner? What percentage of Maryland high school graduates go on to enroll at a Maryland college or university? How does the above percentage differ by race, ethnicity, and preparation? What percentage of Maryland high school graduates entering college are required to take developmental courses and in what content areas? How does placement in developmental coursework vary among students of different backgrounds (i.e., race, ethnicity, and preparation)? How likely are students placed in developmental courses to persist in college and transfer and/or graduate? How does performance in developmental course work (i.e., persistence and transfer/graduation) vary among students of different backgrounds? Are community college students able to transfer within state to 4-year institutions successfully and without loss of credit? Which students are being lost in the transition between community colleges and 4-year institutions? What are the differences in performance, retention and graduation, including time to degree, of students who initially matriculate at a Maryland community college and transfer to a Maryland 4-year institution versus those who initially matriculate at a Maryland 4-year? 		<ul style="list-style-type: none"> Student level Enrollment data (yes/low/2011) Student level demographic data including race/ethnicity, poverty status, and citizenship (yes/low/2011) Remediation data (limited/medium/2011) Student level course-taking and course completion data which indicate participation and performance (no/high/2013) Student-level community college transfer credit totals for transferring students (no/high/2013) Post-secondary GPA after the first year (no/medium/2011) Student-level Financial aid data (yes/low/2011) Retention data after the first year (yes/low/2011) Completion status and time to degree (yes/low/2011) Individual-level alumni satisfaction data (no/medium/2013) 	<ul style="list-style-type: none"> Individual level employment data including type of work and wage data. (yes/low/2011) Business satisfaction survey data (no/medium/2012)

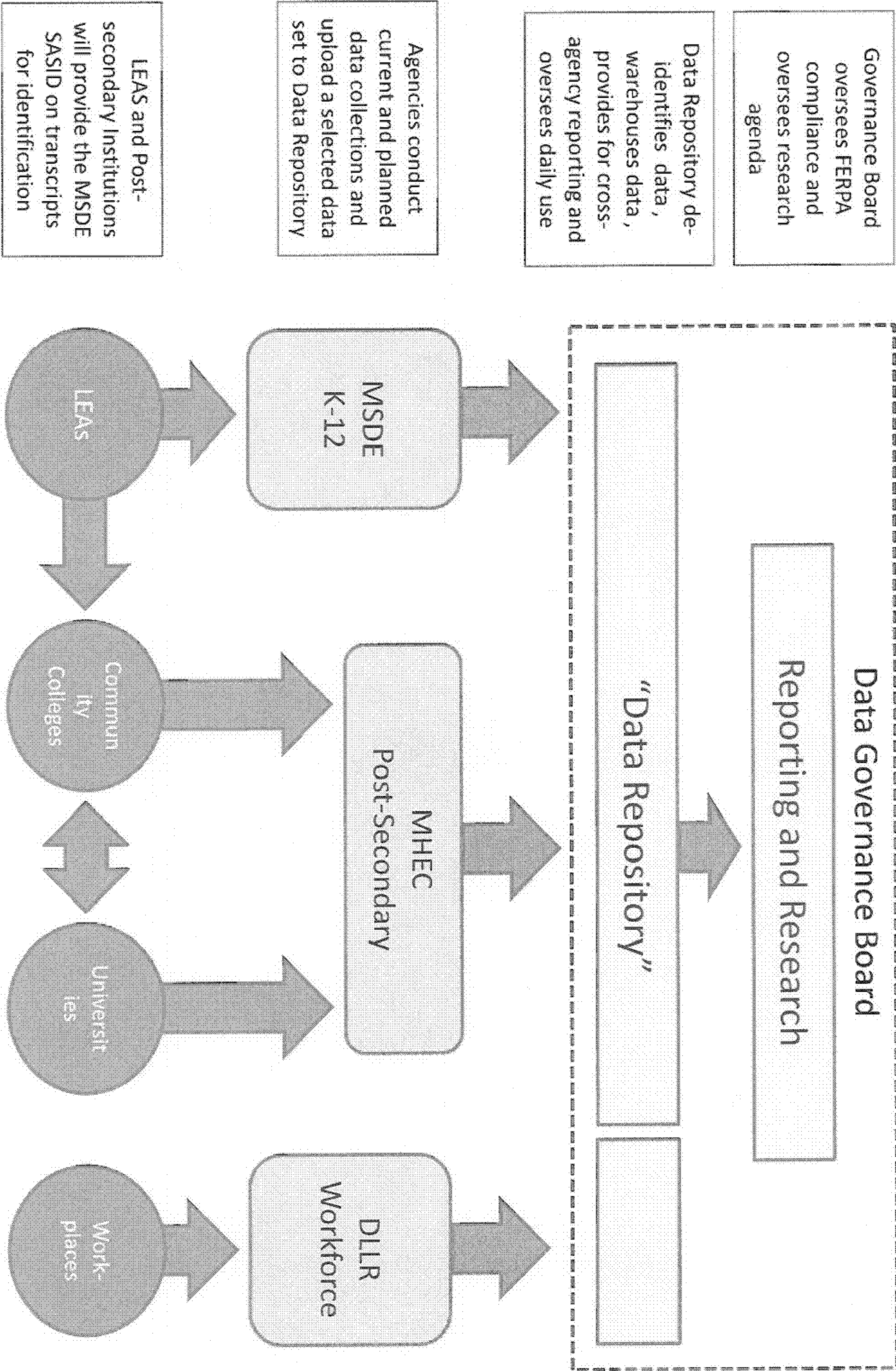
<p>11. What are the differences in performance, retention and graduation, including time to degree, of students beginning in dual enrollment programs, at 2-year institutions and at 4-year institutions?</p> <p>12. Which financial aid programs are most effective in improving access and success (i.e., retention and graduation) for Maryland students?</p> <p>13. Which 2-year institutions are allowing students to persist most effectively and either graduate or transfer?</p> <p>14. Which 4-year institutions are graduating students most effectively and in the timeliest fashion?</p> <p>15. Are graduates of Maryland colleges satisfied with the education received at their institution(s)?</p>			
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Workforce Success (General and Teachers)

Policy Questions	Student Level data Needed - Element (availability/cost/time)		
	P-12 data	Post-secondary data	Workforce data
<p><u>General</u></p> <p>1. Are students employed after high school and in what type of jobs?</p> <p>2. Are graduates of Maryland colleges employed after graduation and in what types of jobs?</p> <p>3. What percentage of Maryland college graduates work in Maryland?</p> <p>4. Are Maryland college graduates able to retain their jobs in Maryland and for how long?</p> <p>5. Are Maryland employers satisfied with the quality of graduates produced by Maryland colleges and their skill-sets?</p> <p>6. Do Maryland high school and college graduates get better jobs and better-paying</p>	<ul style="list-style-type: none"> Teacher level employment data (yes/low/2011) Student level State Test data (yes/low/2011) Linking element between Principal, Teacher and Student Data (no/high/2011) 	<ul style="list-style-type: none"> Student level enrollment data (yes/low/2011) Student level demographic data including race/ethnicity, poverty status, and citizenship (yes/low/2011) Individual level alumni satisfaction data (no/medium/2013) 	<ul style="list-style-type: none"> Individual level employment data including type of work and wage data. (yes/low/2011) Business satisfaction survey data (no/medium/2012)

<p>jobs in Maryland than graduates from and in other states?</p> <p><u>Teachers (and Principals)</u></p> <ol style="list-style-type: none"> 1. Are teachers who graduate from Maryland colleges prepared to teach Maryland students? 2. How effective is the leadership at the school level (i.e. principals) at improving the performance of teachers and students? 3. Which programs produce the highest performing teachers? 4. How does performance of teachers in the classroom vary among teachers of different backgrounds, education and areas? 5. How does performance of teachers in the classroom vary based on different backgrounds of students? 6. Which institutions are graduating teachers in the most timely fashion and in the largest numbers? 7. Are teachers satisfied with their education and their institutions? 8. Are employers satisfied with the quality of graduates and their skill-sets? 9. What factors, including student background and school leadership, impact the retention of teachers in Maryland and within each school district? 10. What factors impact the distribution of new teacher certifications among alternative paths to certification? 			
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Figure 1: The Maryland Model



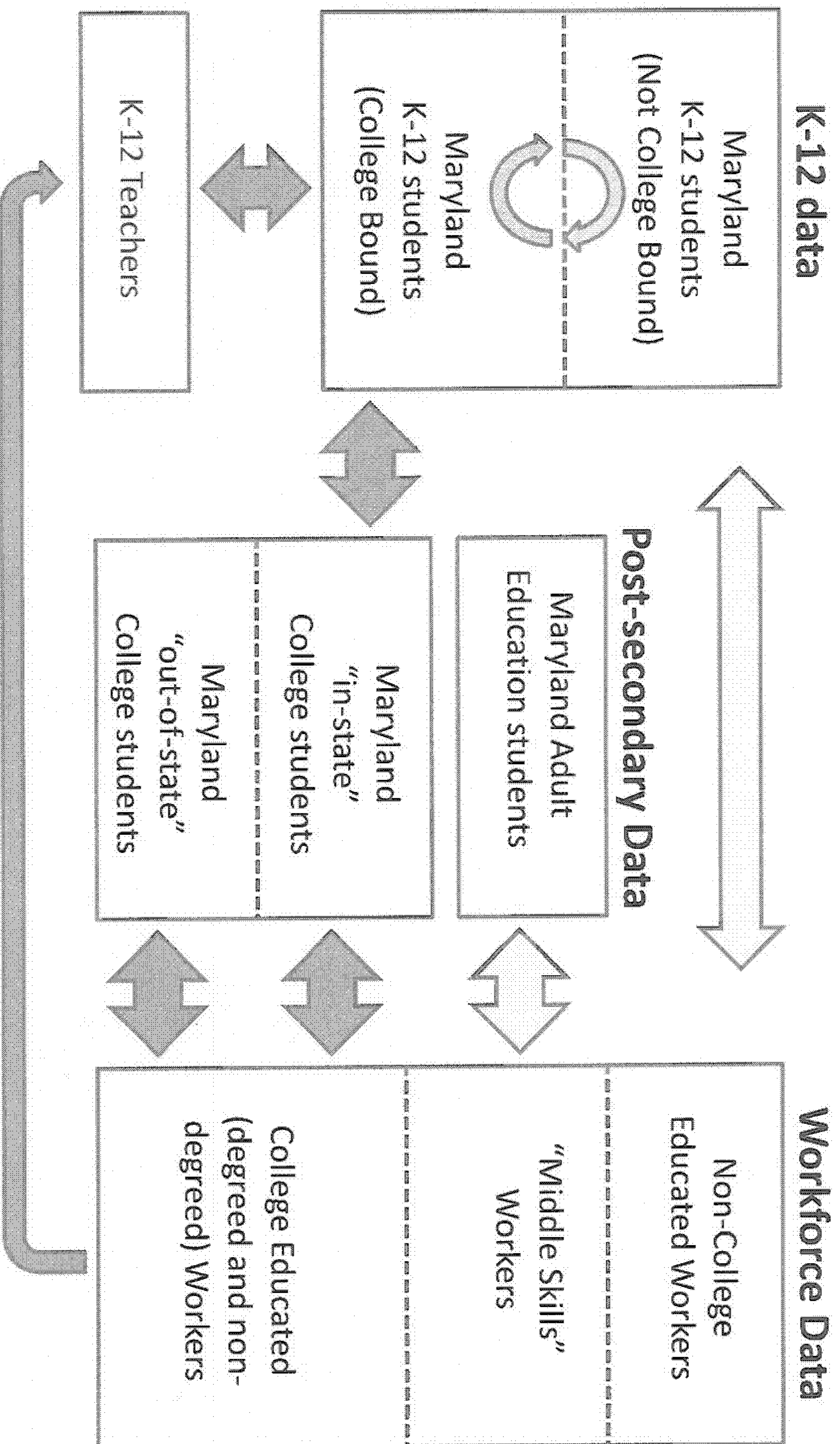
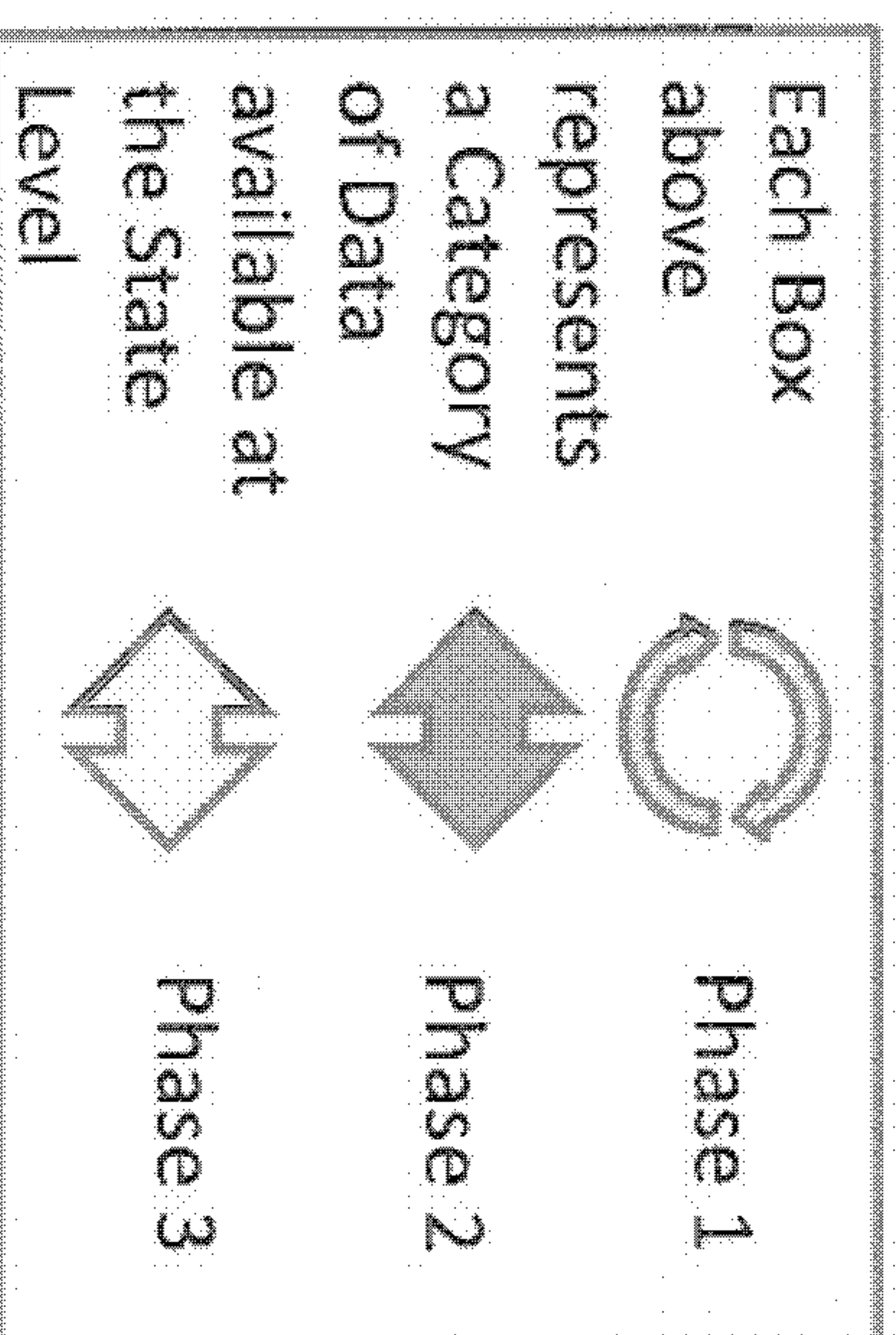


Figure 2: Phased Roll-Out of LDS



Office of the Attorney General
Maryland State Department of Education
200 St. Paul Place
Baltimore, Maryland 21202
(410) 576-6465

September 14, 2009

TO: Leslie Wilson, Assistant State Superintendent
George W. Reid, Assistant Secretary, MHEC
Charles Benil, Chief Information Officer, MHEC

FROM: Elizabeth M. Karneen, Assistant Attorney General *EMK*
Catherine M. Shultz, Assistant Attorney General

SUBJECT: FERPA and the Longitudinal Data System

We have reviewed the attached documents which describe the proposed Longitudinal Data System (LDS); the research purposes of the LDS; and the data sources for the LDS. The data sources will be MSDE K-12 student data and MHEC post-secondary student data.

It is our understanding that MSDE and MHEC will provide student data to the LDS Data Center using unique student identifiers. The LDS Data Center will hold that data in a warehouse. It will strip the data of the unique identifier and provide another. The data with the new identifier will be available for use in a wide variety of research projects by educational entities, or agents or contractors of educational entities, focused on improving instruction. The student data that will be provided for the research projects will be de-identified student data. No personally identified information or directory information will be released. It is planned that the Governor will issue an Executive Order to the relevant State agencies directing the agencies to share data for educational research purposes.

We point out that, in order to receive federal stimulus funds, the Governor had to assure the federal government that the State would develop an LDS. See American Recovery and Reinvestment Act of 2009 (ARRA) §14005. The law states, "The State will establish a longitudinal data system that includes the elements described in section 6401(o)(2)(D) of the America COMPETES Act (20 USC §9871). Almost every State is well along in developing its longitudinal data system.

You have asked several questions about the Family Education Records Privacy Act, 20 U.S.C. §1232(g) (FERPA), implications on the LDS:

- Would the combination of de-identified data and the Executive Order be sufficient to satisfy FERPA?

It is our view that the proposed data sharing by MSDE and MHEC to the LDS Data Center would not violate FERPA. FERPA allows disclosure of student records without the consent of the parent or student if "the disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions to . . . improve instruction." 34 C.F.R. §99.31(a)(6). The term *organization* includes, Federal, State, and local agencies, and independent organizations." 34 C.F.R. §99.31(a)(6)(iv).

There are two requirements that LDS Data Center must agree to in order for the disclosure to occur. We can craft a simple MOU between the Data Center, MSDE and MHEC to address these two requirements:

The agency or institution may disclose information only if:

- A. The study is conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization; and
- B. The information is destroyed when no longer needed for the purposes for which the study was conducted.

34 CFR §99.31(a)(6)(ii).

- What would the Executive Order have to say?

For the purposes of FERPA, the Executive Order can reiterate the requirements of 34 C.F.R. §99.31(a)(6): that the data sharing is for the purpose of educational research to improve instruction; that the disclosures for research will not include personally identifiable information about parents or students; and that the information will be destroyed when no longer needed. The Executive Order might also address security controls and that the operator of the Data Center will indemnify the institutions providing data for any breaches at the Data Center.

- Is the Center structure described in the documents legally feasible?

You have described the Center structure this way:

- A limited set of the total universe of available data would be uploaded in a data warehouse which would serve as the central repository for Longitudinal Data System data. This warehouse would be located in a "center" of some sort as determined through an RFP process.

- A governing board, made up of representatives of MHEC and MSDE and other stakeholders would oversee the Center, its use of data, and the development of a statewide research program regarding the data.
- The Center would serve as the source of research and evaluation of the data to improve educational programs and outcomes statewide.

Governance Overview, Draft 8/24/09.

It is our view that the Center structure is legally feasible in the context of FERPA requirements set forth above. Specifically, the initial disclosure of identifiable student records would be for education research purposes to an organization made-up of State agencies and governed by them. Subsequent disclosures to organizations doing the research would include only de-identified data which would be destroyed after it is no longer needed. We see no FERPA issues.

- Maryland's independent universities and colleges provide data to MHEC but have expressed considerable concern over their liability if their data is included in this system. What can be done to ameliorate or eliminate the liability they might incur by participating?

Maryland's independent universities and colleges provide data to MHEC pursuant to Education Article §11-105(h)(1), (2). These sections provide that the Commission "may secure, compile, and evaluate information on any matter within its authority, in the format it requires, from any person, agency, regional higher education center, or institution subject to its authority" and that the Commission "may engage in research, data compilation, and publication of reports concerning post-secondary education in the State". See also Education Article §11-105(s), providing that the Commission "shall establish a higher education information system for planning, coordination, and evaluation purposes.

The fact that MHEC, consistent with FERPA as explained above, will re-release the data without identifying information, except a unique number, which will be stripped, would seem to leave the independent institutions in the same status as they presently are. Consistent with FERPA (34 CFR §§ 99.31(a)(3) and 99.35), the independent institutions turn over the data as required by Maryland law and for audit and research purposes. Under FERPA, the MHEC may redisclose the data for any permitted purpose, including research. 34 CFR § 99.31(a)(6). That further disclosure is designed to protect students' identify and will be for educational research purposes.

If it is decided that the independent institutions need additional assurances, such assurances could be included in the Executive Order, an MOU, and/or the contract with the entity that will manage the data warehouse. Among the assurances that could be included in one of these documents are express security parameters, acknowledgement of and commitment to

FERPA and other privacy laws, and indemnification provisions or requirements.

**ADVICE OF COUNSEL NOT AN OFFICIAL OPINION
OF THE ATTORNEY GENERAL**

cc: Nancy S. Grasmick
Mike Travieso

G:/SANTIAGO/WPDATA/LIZ/ADVICE/FERPA&LongData

Project Narrative

Project Narrative - Appendix B Resumes of Key Personnel

Attachment 1:

Title: **MLDS Appendix - B Resumes of Key Personnel** Pages: **30** Uploaded File: **C:\Documents and Settings\mszczepaniak\Desktop\MLDS Grant 2010\MLDS Appendix - B Resumes of Key Personnel.pdf**

Appendix – B

Carol Ann Heath-Baglin, Ed.D.

SUMMARY: Academic background in Special Education and Marriage and Family Counseling. Has extensive experience with specialized educational, data collection and data mining, social, and health services, as well as State and federal statutes and regulations and public/private funding mechanisms for programs and services for children with disabilities, as well as their families.

PRESENT POSITION:

Assistant State Superintendent

Division of Special Education/Early Intervention Services
Maryland State Department of Education

EDUCATION:

Graduate:

• Johns Hopkins University, Baltimore, Maryland.

Doctorate of Education, 2001

• The Lindenwood College, St. Charles, Missouri.

Master of Arts, 1978.

Major area of study: Marriage, Family, and Child Counseling.

Minor area of study: Psychological Assessment.

• Coppin State College, Baltimore, Maryland.

Master of Education, 1973.

Major area of study: Special Education.

Minor area of study: Mental Retardation.

Undergraduate:

• Goucher College, Towson, Maryland.

Bachelor of Arts, 1971.

Major area of study: Psychology.

Minor area of study: Sociology.

PRIOR EXPERIENCE:

- Supervisor of Special Education/Harford County Public Schools, 7/1995 – 7/1996
- Director, Maryland Infants and Toddlers Program (Part H)/Governor's Office for Children, Youth, and Families, 11/1987-7/1995
- Specialist, Federal and State Projects/Baltimore County Public Schools, 7/1984-11/1987
- Interagency Specialist/Maryland State Department of Education, 3/1980 – 7/1984
- Regional Administrator/Maryland State Department of Education, 11/1978 – 3/1980
- Assistant Project Director/John F. Kennedy Institute, 9/1978 – 10/1978
- Coordinator, Special Education PL 94-142/Riverside County Schools, Riverside, California, 1/1978 – 8/1978
- Marriage and Family Therapist/Long Beach, California, 1975–1978
- Program Specialist/Retardation/Los Angeles County Schools, 1975–1978
- Teacher, Special Education/Los Angeles County Schools, 1972 - 1975
- Instructional Assistant/Baltimore County Public Schools, 1971–1972

PUBLICATIONS:

- Baglin, C. A. (2009). Interagency collaboration. In J. M. Taylor, J. R. McGowan, & T. Linder (Eds.), The program administrator's guide to early childhood special education (pp. 41 – 62). Baltimore, MD: Brookes Publishing Co.
- Bender, M., Valletutti, P. J., & Baglin, C. A. (2008). Volume I: A functional assessment and curriculum for teaching students with disabilities. Fourth Edition: Self-care, motor skills, household management, and living skills. Austin, Texas: Pro-ed.
- Valletutti, P. J., Bender, M., Hoffnung, A. S., & Baglin, C. A. (2008). Volume II: A functional assessment and curriculum for teaching students with disabilities. Fourth Edition: Nonverbal communication, oral communication, and literacy preparation. Austin, Texas: Pro-ed.
- Bender, M., Valletutti, P. J., & Baglin, C. A. (2008). Volume III: A functional assessment and curriculum for teaching students with disabilities. Third Edition: Functional academics. Austin, Texas: Pro-ed.
- Valletutti, P. J., Bender, M., & Baglin, C. A. (2008). Volume IV: A functional assessment and curriculum for teaching students with disabilities. Second Edition: Interpersonal, competitive job-finding, and leisure-time skills. Austin, Texas: Pro-ed.
- Carran, D.T., Tsantis, L., Castellani, J. & Baglin, C.A.(2004). Data mining electronically linked Part C-Part B data sets to identify usage patterns and predict need. In A. Lazaridou, G. T. Papanikos & N. Pappas (Eds.), Education: Concepts and Practices (pp. 139-158). Aimer.
- Baglin, C. A., Lewis, M. E. B., & Williams, B. (2004). Recreation and leisure for persons with emotional problems and challenging behaviors. Champaign, IL: Sagamore Publishing Co.
- Bender, M., & Baglin, C. A. (Eds.) 2003). Implementing recreation and leisure for infants and toddlers with disabilities. Champaign, IL: Sagamore Publishing Co.
- Taylor, J. M. & Baglin, C. A., (2000). Families of young children with disabilities: Perceptions in the early childhood special education literature. Infant-Toddler Intervention: The Transdisciplinary Journal, 10(4), 239-257.
- Taylor, J. M., Carran, D. T., Baglin, C. A., Von Rembow, D., & Fleming, J. A. (2000). Using early intervention demographic data to discern training needs by geographic locale. Infant-Toddler Intervention: The Transdisciplinary Journal, 10(3), 157-176.
- Bender, M., Baglin, C. A., & Edwards, R. D. (1999). Your child on medication. Park City: Family Development Resources, Inc.
- Bender, M., Valletutti, P., & Baglin, C. A. (1998). Volume IV: A functional curriculum for teaching students with disabilities. Austin, TX: Pro-Ed.
- Bender, M., & Baglin, C. A. (1997). Understanding your child with learning disabilities. Park City, UT: Family Development Resources, Inc.
- Bender, M., & Baglin, C. A. (Eds.). (1997). Goldberg, H. K. The ABC's of sports vision. Park City, UT: Family Development Resources, Inc.
- Bender, M., Valletutti, P., & Baglin, C. A. (1996). Volume I: A functional curriculum for teaching students with disabilities (3rd ed.) Austin, TX: Pro-Ed.
- Hunt, F., Mayette, C., Feinberg, E., & Baglin, C. A. (1994). Integration of behavioral consultation in an intervention setting. Infants and Young Children, 7(2), 62-66.
- Baglin, C. A., & Bender, M. (Eds.). (1994). Handbook on quality child care for young children: Settings, standards and resources. San Diego, CA: Singular Publishing Group Inc.
- Baglin, C.A. (1994). Child care in the nineties: Diversity and changing needs. In Baglin, C. A., & Bender, M. (Eds.). (1994). Handbook on quality child care for young children: Settings, standards and resources. San Diego, CA: Singular Publishing Group Inc.
- Baglin, C.A. (1994). Child care settings and targeting care for quality. In Baglin, C. A., & Bender, M. (Eds.). (1994). Handbook on quality child care for young children: Settings, standards and resources. San Diego, CA: Singular Publishing Group Inc.
- Bender, M., & Baglin, C. A. (Eds.). (1992). Infants and toddlers: A resource guide for practitioners. San Diego, CA: Singular Publishing Group Inc.
- Baglin, C. A. (1992). Implementing early intervention in a child-care setting. In Bender, M., & Baglin, C. A. (Eds.). (1992). Infants and toddlers: A resource guide for practitioners (pp. 109-124). San Diego, CA: Singular Publishing Group Inc.

- Baglin, C. A. (1992). Managing interagency resources. In Bender, M., & Baglin, C. A. (Eds.), (1992). Infants and toddlers: A resource guide for practitioners (pp. 125-152). San Diego, CA: Singular Publishing Group Inc.
- Baglin, C. A. (1991, 1992, 1993, 1994, 1995) "From the Director..." Lead article UPDATE. Baltimore, MD: A quarterly publication of the Maryland Infants and Toddlers Program
- Baglin, C. A. New directions in care for the handicapped child November/December 1982. ACCENT ON DD. Baltimore, MD: Maryland State Planning Council of Developmental Disabilities.
- Baglin, C. A. (1985). WORKING TOGETHER: Collaborative Planning for the Handicapped Child in Maryland Manual: Division of Special Education /Maryland State Department of Education

ADDITIONAL INFORMATION:

Certifications:

- Advanced Professional Certificate: Special Education
- Supervision/Administration Certificate
- Marriage, Family, and Child Counselor: Board of Quality Assurance, California Licensed, 1978 to present.

Joann H. Ericson, Ph.D.

Education

Ph.D.	1996	University of Maryland, College Park, MD Major: Professional Development
M.Ed.	1974	Towson State University, Towson, MD Major: Early Childhood Education
B.A.	1967	Mount Saint Agnes College (now Loyola University), Baltimore, MD Major: English

Summary of Qualifications

Results-oriented, high-energy, hands-on professional, with a successful record of accomplishments in education at the early childhood, elementary, and post-secondary levels in diverse settings; major strengths include strong leadership/supervisory qualifications, excellent communication skills, attention to detail, thorough knowledge of current federal and state legislative mandates, and data analysis skills

Professional Accomplishments

Represents the Maryland State Department of Education as the Northeast Regional representative on the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Certification Committee

Implements and monitors procedures and activities related to the issuance of certificates for more than 70,000 public school certificate holders and more than 100,000 certificate holders not currently employed

Routinely collects and analyzes data for comprehensive reports in response to legislative inquiries

Implemented transition from a paper-intensive work environment to a highly functional and efficient, client-oriented technology that has dramatically improved efficiency and optimized data integrity and security

Planned, developed, implemented, and institutionalized Portfolio Assessment in the College of Education, Towson State University, Towson MD

Presented at national, regional, and local conferences on a variety of topics in the areas of reading instruction, portfolio assessment, development of standards, incorporating reflective thinking in the teacher repertoire, using games to stimulate critical thinking, guiding young

children's behavior, mastery learning instructional strategies, and cooperative learning instructional strategies.

Professional Experience

Maryland State Department of Education

1999- Present	Chief, Certification
1997- 1999	Education Program Specialist, Program Approval & Assessment

Higher Education

1996- 1997	Assistant Professor, Early Childhood Education, Towson State University, Towson, MD
1989-1995	Instructor, Early Childhood Education, Towson State University, Towson, MD
1982-1985	Instructor, Division of Continuing Education, Eastern New Mexico University, Portales, NM
1974-1975	Instructor, Division of Continuing Education, Community College of Baltimore, Baltimore, MD

Private sector

1986-1988	Administrator of Curriculum, Sunset Mesa Schools, Albuquerque, NM
1985-1986	Teacher/Director of multi-age group (K-5), Sunset Mesa Schools, Albuquerque, NM

Public Sector

1988-1989	Teacher, First Grade, Rio Ranch Elementary School, Rio Rancho, NM
1979-1985	Teacher, Fourth-Sixth grades, Roswell Public Schools, Roswell, NM
1975-1978	Teacher, First Grade, Las Cruces Public Schools, Las Cruces, NM
1972-1975	Senior Teacher/Curriculum Developer, Baltimore City Public Schools, Baltimore, MD
1969-1972	Teacher 4 year olds-First Grade, Baltimore City Public Schools, Baltimore, MD

Education and Professional Certifications

May 1982	Magister Artium, Ludwig Maximilian University Munich, Munich, Germany Major: Political Science, Sociology Minor: Theoretical Linguistics
May 1986	Master in Education, Millersville University, Millersville, PA Elementary and Early Childhood Education
May 1994	Doctor of Philosophy, University of Maryland-College Park, College Park, MD Education Policy and Administration (EDPA)
May 1986	Professional Teaching Certificate – Elementary, Pennsylvania
May 1994	Administrator I Certificate, Maryland
July 2004	Administrator II Certificate, Maryland

Professional Experience

July 2005 - Present	<i>Assistant State Superintendent</i> <i>Division of Early Childhood Development</i> <i>Maryland State Department of Education, Baltimore, MD</i> Responsible for leadership and overall coordination of all programs and initiatives within the Division. The Division assumes leadership, regulatory oversight, and programmatic accountability for the state's early care and education system. This includes the state's kindergarten, prekindergarten, nursery schools, child care centers, family child care providers, and other early childhood initiatives. It coordinates the state's child care subsidy program, early childhood mental health consultation project, the Judy P. Hoyer Early Care and Education Enhancement Program, the Maryland Child Care Credentialing Program, the Maryland Model for School Readiness, the state's Kindergarten Assessment, the Inclusive Child Care Initiative, and the Head Start Collaboration Office. The Division provides professional development, technical assistance, and leadership development to the state's early care and education system. In addition, it has oversight of the state's child care resource and referral network and the state network of family support programs. The Division shares its oversight with MSDE's Division of Special Education/Early Intervention Services regarding services for young children with disabilities.
1995 - 2005	<i>Coordinator, Early Learning Programs</i> <i>Division of Instruction</i> <i>Maryland State Department of Education, Baltimore, MD</i> Responsible for leadership and coordination of all programs and initiatives of the Department's early learning programs.

- 1994-1995 *Program Specialist for Early Intervention Services*
Division of Instruction
Maryland State Department of Education, Baltimore, MD
 Responsibilities included the development and implementation of the Early Intervention and Prevention Services Initiative, as one of MSDE's policy priorities, and program support for local school systems regarding prekindergarten and early intervention services.
- Major Accomplishments (1994-present)*
- Successfully facilitated the transfer of all child care programs from the Department of Human Resources to MSDE, including all quality improvement programs, IT support systems, licensing functions, and child care subsidy program.
 - Initiated and developed the *Maryland Model for School Readiness*, an early learning framework which includes curricular standards for prekindergarten and kindergarten, a large-scale early childhood assessment system for kindergarten, and a statewide professional development program for teachers and early care providers.
 - Developed the *Judy P. Hoyer Early Care and Education Program*, including Judy Centers and the Early Childhood Accreditation Project.
 - Developed and updated the *MSDE Standards for Implementing Quality Early Learning Programs* which serve as program standards for kindergarten, prekindergarten, Head Start programs, and child care centers.
 - Assisted in the development and implementation of the *Early Intervention and Prevention Services Initiative*, designed to improve the program support for at-risk children, birth to 5.
- 1987-1994 *Program Director*
Bryant Early Learning Center
UCM, Inc. Alexandria, VA
 Responsible for the design, development, and maintenance of a comprehensive early learning program for children, birth to 5, in collaboration with Fairfax County Public Schools, county agencies, and community-based organizations.
- 1986-1987 *Assistant Education Coordinator*
Head Start
Community Action Program, Lancaster, PA
 Responsible for providing staff development and technical assistance to Head Start programs in Lancaster County. Designed and developed programs on early childhood assessment and early literacy for local Head Start programs.
- 1982-1986 *Preschool Teacher and Site Director*
Head Start
Community Action Program, Lancaster, PA
 Responsible for the management of a rural Head Start program in Lancaster County. Successfully implemented a high quality early childhood program, including services for children with disabilities.

Selected Presentations (1986-2009)

- September 16-18, 2009 National Governors Association - National Summit for State Policymakers
National Harbor, MD
Grafwallner, R.; Minor, V.; Willems Van Dijk, J.
Lessons from the states: Community level data to drive policy and assess progress
- July 27-29, 2009 U.S. Department of Health and Human Services – ACF
State and Territory Child Care Administrators Meeting, Washington, D.C.
Grafwallner, R.; Zaslow, M.
Curriculum, standards, and assessment: Developing a framework to improve quality
- June 11-12, 2009 CCSSO State Consortium on Early Childhood Assessment, Charlotte, NC
Grafwallner, R.
State kindergarten readiness assessment
- May 27, 2009 NCCIC and NAECS/SDE Webinar
Grafwallner, R.; Spears, J.; Schultz, T.
Connecting the dots – Making longitudinal data work for young children
- September 15, 2008 Fairfax Futures' School Readiness Leadership Forum, Fairfax, VA
Grafwallner, R.; Morris, T.; Gist, D.
States' leadership approach to school readiness
- November 8-10, 2007 NAEYC Conference, Chicago, IL
Grafwallner, R.; Dichter, H.; Wallen, M.; Ponder, K.W.; Payne, A.L.
Planning and governance structures for early childhood development system building – models and lessons from five states
- June 20-23, 2004 NAEYC's 13th National Institute for Early Childhood Professional Development, Baltimore, MD
Grafwallner, R.; Sykes, M.; Bodrova, E.; Pizzolongo, P.
Building quality PreK to 3rd grade programs in public schools
- November 5-8, 2003 NAEYC's Annual Conference, Chicago, IL
Grafwallner, R.; Meisels, S.; Cooke, B.; Kamiya, K.; King, S.
Adapting Work Sampling System for statewide assessment of young children
- January 15, 2002 Maryland Committee of Children, Conversations on Curriculum
Grafwallner, R.; Lombardi, J.; Wasik, B.; Bredekamp, S.
Curricular approaches in early childhood education
- October 31 – November 3, 2001 NAEYC's Annual Conference, Anaheim, CA
Grafwallner, R.; Schweinhart, L.; Metzruk, B.; Staples, J.; Gilliam, W.
Are you ready for school readiness? Statewide approaches to assessing the readiness of children and schools
- June 24-26, 2001 31st Annual Conference on Large Scale Assessment, Council of Chief State School Officers, Houston, TX
Grafwallner, R.; Meisels, S.; Casteel, J.
Incorporating instructional assessments into Kindergarten-Third Grade: Three states' adaptations of the Work Sampling System

John Janak
Data Base Manager
The Jacob France Institute
Merrick School of Business
University of Baltimore

November 2009

1988 B.S Towson University, Computer Science
2001 M.S. University of Baltimore, Information Systems.

1997-current Database Manager, The Jacob France Institute (JFI)

- Maintenance and security of the in-house UNIX Computer Systems
- UNIX administration on in-house HP-UX system
- Acquire, analyze, store and retrieve administrative records from multiple sources.
- Ensure that data entrusted to the Institute are warehouse and archived in compliance with applicable laws and security specifications
- Make sure data is made available to authorize person for legitimate usage.
- Collaborate with managers, data managers and computer specialists from the Federal, State, Local agencies, and with university personnel nationwide, partnering on research projects.
- Work in partnership with Maryland Department of Labor, License and Regulation (DLLR), Maryland Department of Business and Economic Development, Maryland Department of Human Resources, Maryland Department of Education, The University of Maryland and the Annapolis Data Center to exchange and retrieve data to fulfill out the Institute's research directive.
- Upgrade JFI hardware and software infrastructure to permit the linkage of longitudinal data
- Link Maryland Unemployment Insurance Wage, Maryland Educational Institutions (including high schools, community colleges and university), Welfare data, Job Training data, etc.
- Oversees the overall data quality and a security of the JFI repository.
- Function as the Senior Computer Analyst and Programmer at the Institute.
- Participates in research team analysis, data design and the subsequent computer programmatic methodologies to retrieve the desired dataset to support the research team effort in their specified research initiatives.
- Conducts statistical analyses, prepares appropriate tabulations, graphics and text to report the results of these research.
- Maintaining accurate documentation of the files, record structure and data integrity, and conducts routine and ad hoc auditing to verify the accuracy and completeness of the data.

1985-1997 Maryland Department of the Environment (MDE).

- Chief Computer Analyst and Senior Programmer at MDE.
- Perform the duties as the Oracle Database Administrator.
- Lead Oracle Programmer during his tenure at MDE.
- Teach and train junior programmers in emerging Information Systems.
- UNIX Administrator on Department centralizes system.
- Supervised a team of programmers taking care of the Agency Computer Operations and programming requirements.
- Team leader in business mapping, process definition
- Wrote test plans, project guidelines, and recovery procedures
- Perform the duties as the lead Systems Analyst and System Design team member.
- Customized internal IT solution, pseudo code computer program to fit proposed solution.
- Project manager within the Information Systems Unit
- Interface between the department units, other external state agencies and private institutions.

Technical Expertise:

Software: UNIX SYSTEM ADMINISTRATION, SAS, Oracle DBMS, ACCESS, SPSS.

Systems: HP/UX WINDOWS OS/390.

Hardware: HP UNIX, PC, IBM Mainframe.

Languages: C, PL/SQL, SQL, COBOL, FORTRAN, HTML, JAVA SCRIPT, SAS.

JANICE L. JOHNSON

EXPERIENCE

Maryland State Department of Education (Baltimore, Maryland)

May 1999 – Present

Chief, Education Accountability

- Provide leadership and technical expertise in developing plans for the Department's education accountability program under the federal No Child Left Behind Act and state COMAR Education Article, 2-205, 2-206, 2-203, 5-201—5-206, 7-202, 7-203, and 7-301, Annotated Code of Maryland, in particular, documented management of education accountability projects and related service contracts. Provide leadership in the Division's conceptual and strategic planning process.
- Define the data based areas and formulas to meet federal and state accountability requirements for the Maryland School Assessment, High School Assessment, Alternative Maryland School Assessment, and Adequate Yearly Progress. Define the systemic process, data based areas, and formulas for the Highly Qualified Teacher requirement of NCLB.
- Translate the data based areas to technical specifications for local school systems and collaborate with local accountability coordinators to meet state and federal requirements for data collection and dissemination.
- Manage all education accountability systems through complete lifecycle development and implementation. Define hardware requirements for all accountability systems.
- Manage the preparation and administration of budgets for the branch.
- Identify, allocate and monitor both fiscal and human resources for each project assigned in order to meet federal and Department's educational accountability requirements.
- Provide leadership and direction to twenty-four Maryland Local Accountability Coordinators in defining data based areas, formulas and comprehensive understanding of how schools meet or not meet Adequate Yearly Progress (AYP) under the federal NCLB requirements.

EDUCATION

2003

BS, Management Information Systems
Minor, Computer Studies
University of Maryland University College (Adelphi, MD)

PHILIP KOSHKIN-YOURITZIN

PROFESSIONAL EXPERIENCE

MARYLAND STATE DEPARTMENT OF EDUCATION

2005 - Present

Chief, Research and Evaluation Section, Division of Early Childhood Development

- Develop, apply, and integrate internal statistical reporting systems, performance measure data, and other evaluative instruments and methodologies pertinent to the agency's goals, objectives, and operations. Develop statistical analyses for publication of agency programs and activities.
- Help design, develop, and test the agency's automated program management information system. Research and evaluate the use of software applications to analyze and report on agency operations. Design and manage the agency's child care licensing compliance database for Internet publication. Coordinate the agency's child care licensing criminal background check results database. Develop and manage the agency's extranet and intranet sites.
- Research, develop, coordinate, and evaluate the outcome of changes in child care licensing regulations and related policies and procedures; serve as the agency's regulations coordinator.

MARYLAND DEPARTMENT OF HUMAN RESOURCES

1992 - 2005

Chief of Policy and Regulation, Office of Child Care Licensing (1994 - 2005)

- Coordinated all matters related to State child care licensing regulations and related policies. Researched, planned, developed, and evaluated licensing program initiatives to conform to child care best practices and changing statutory requirements.
- Conducted all child care licensing research and evaluation activities, including numerous statistical analyses of licensing functions. Designed and managed a computerized reporting system to track licensing operations and outcomes.
- Provided consultation and technical assistance to elected officials, the child care community, and the general public on child care issues. Trained agency staff on the interpretation and application of child care statutes, regulations, and policies.

Federal Child Care Programs Specialist (1992 - 1994)

- Monitored and evaluated statewide implementation of federal and State child care program requirements to ensure agency compliance.
- Developed proposals for regulatory and policy changes. Drafted regulations and State Plans for delivery of subsidized child care services.
- Researched State and local child care costs, developed child care market rates, and designed the program's State payment rate and sliding fee scales.

1987 - 1991:

Planned, developed, managed, and evaluated college community service program involving over 700 student volunteers in long-term service at more than 30 community agencies, schools, and institutions. Served on local school-community advisory board and Special Olympics planning committees. Program awarded the New York Governor's Community Service Citation.

1982 - 1987:

Designed and managed program development and evaluation systems to ensure compliance with federal, State, and professional standards for developmental disability and residential treatment agencies in New York and New Jersey. Spearheaded agency's achievement of accreditation by the Joint Commission on Accreditation of Health Organizations.

1972 - 1982: Provided counseling and case management services to emotionally disturbed youth, substance abusers, and mental health clients in group home, correctional, hospital, and military settings. Services involved extensive interaction with community systems, health professionals, and legal authorities.

EDUCATION

B. A. (1969) - Washington and Lee University, Lexington VA

Certified Paralegal (1988) - Marist College, Poughkeepsie NY

Graduate coursework in Public Administration, Research Methods

Major Accomplishments

- Development and implementation of CTE Pathway Programs in alignment with the revised *Policies and Procedures for the Development and Continuous Improvement of Career Technology Education (CTE) Programs* and the Maryland Career Cluster Frameworks
- Coordination of the design and implementation of an on-line data submission and reporting process in alignment with CTE performance measures and accountability system
- Expansion of CTE accountability reporting and alignment to new federal requirements, including Perkins IV, NCLB and EDEN
- Member of the National Center for Education Statistic (NCES) CTE Statistics Technical Review Panel and active member of the OVAE Next Steps Workgroup, providing input to accountability systems and reporting for CTE students
- Development and implementation of *MSDE Policies and Procedures Career Technology Student Organizations (CTSO)*
- Revision of grant applications, reporting requirements and professional development for Tech Prep consortia leading to targeted program improvements and increased collaboration between secondary and postsecondary CTE programs
- Successful supervision of professional and associate staff as well as volunteers to accomplish organizational goals, including event management, grant management, reporting requirements and the implementation of school-wide initiatives and CTE program improvement

Work Experience

Maryland State Department of Education -- Baltimore, MD

10/05 -present

Division of Career and College Readiness (DCCR)

Program Manager, Student and Assessment Services Branch

- Provide leadership and coordination of Maryland Career Technology Education (CTE) programs at the Secondary and Postsecondary level
- Coordinate federal accountability reporting for secondary and postsecondary CTE students;
- Coordinate state and local data collection and reporting for the MSDE Pre-Graduate Survey and MSDE Work-Based Learning Survey
- Conduct Office of Civil Rights (OCR) on-site visits to ensure compliance per the OCR Methods of Administration requirements
- Provide oversight and coordination for five (5) Career Technology Student Organizations

Education Program Specialist II, Career Technology Education

7/02 -10/05

Lead Specialist in the CTE-Instructional Branch, DCTAL

- Provide leadership and coordination of CTE Pathway Program development and implementation
- Coordinate grants and technical assistance for Tech Prep and the *HSTW/MAGW* initiatives
- Supervise staff work in support of Technology Education and Family and Consumer Sciences
- Provide direct technical assistance to community colleges, local school systems and workforce development partners in the design and delivery of Career Clusters and CTE Pathway Programs

Work Experience (cont.)

Educational Program Specialist II, Career Technology Education 3/01-7/02

Lead Specialist in the CTE-Student and Assessment Services Branch, DCTAL

- Assist in the design and implementation of an on-line data submission and reporting process in alignment with CTE performance measures and accountability system
- Coordinate work related to CTE Pathway Program development
- Provide leadership and support for secondary and postsecondary data management
- Supervise staff work in support of career technology student organizations (CTSO)
- Conduct site visits to meet Office of Civil Rights (OCR) reporting requirements

Staff Specialist III, Career Technology Education 9/97-3/01

- Provide technical assistance to local school systems, postsecondary institutions and business partners in developing, implementing and enhancing career technology education programs
- Assist central office staff, high schools, business partners and community colleges implementing comprehensive school reform models and secondary and postsecondary CTE programs
- Conduct *HSTW* Technical Assistance visits and data analysis in support of data-driven decision-making by high school leadership teams

Southern Regional Education Board -- Atlanta, GA

Director for Staff Development for the *High Schools That Work (HSTW)* Program 12/94-8/97

- Design and implemented a professional development series that included workshops, in-service training, grant opportunities and publications
- Direct all aspects of the National *HSTW* Annual Staff Development Conference for more than 5,000 educators

Research Assistant for the *High Schools That Work (HSTW)* Program 5/94-12/94

- Assist in analysis and reporting on data from more than 350 high schools implementing a model of high school reform, including reports based on data including student surveys, achievement scores, transcript files and teacher surveys
- Conducting qualitative data collection through on-site evaluations and technical assistance in high schools throughout the *HSTW* network

Emory University -- Atlanta, GA

Graduate Assistant/Graduate Student Teacher in the Department of Sociology 8/89-5/94

- Assist faculty in research and teaching while a graduate student at Emory University
- Research topics including educational funding, CTE, and workforce development
- Teach two undergraduate courses in Sociology--Sociology of Education and Social Problems

Related Training

System Source Learning Centers -- Microsoft Office Excel (Intermediate and Advanced) 6/06
Baltimore and Columbia, MD

Fellows Program -- National Center for Educational Statistics (NCES) 5/01
US Department of Education, Office of Educational Research and Improvement (OERI)

(b)(6)

email: pmikos@msdc.state.md.us

Related Training (Cont.)

Facilitative Leadership, Interaction Associates 3/99
Baltimore, MD

DACUM Occupational Analysis and Curriculum Planning Process 5/98
Community Colleges of Baltimore County, DACUM Resource Center

Major Presentations and Publication

Presentations on Redesign of CTE, CTE Programs of Study, and CTE Accountability:

- Maryland Association of Counties, Annapolis, MD 9/09
- National Career Clusters Institute, Phoenix, AZ 6/06
- National Career Clusters Institute, Charlotte, SC 6/04
- National *High Schools That Work* Conference, Nashville, TN 7/03
- State's Career Clusters Meeting, Scottsdale, AZ 9/02

Blended Instruction Training and Workshops:

- National School-To-Work Conference, Washington, DC 10/00
- Governor's Academy for Mathematics and Science, Towson, MD 7/00
- National School-To-Work Career Majors Institute, San Diego, CA 8/99
- National Transition Alliance for Youth with Disabilities, Washington, DC 5/99

Bottoms, Gene and Pat Mikos. 1995. *School and Classroom Practices That Advance the Performance of Career-Bound High School Students*. A Report on Improving Student Learning, SREB

Education

University of Baltimore—Masters in Public Administration (MPA) current
Georgia State University—Graduate Courses in Sociology and Research 9/96 - 7/97
Emory University—Graduate Courses in Sociology and Research 8/89 - 5/94
Hood College—BA in Sociology/Concentration in Biology 8/84 - 5/88

KATHARINE M. OLIVER

PROFESSIONAL EXPERIENCE	<p><i>Maryland State Department of Education Assistant State Superintendent Division of Career and College Readiness, 1989 – Present Leads the development, implementation, and continuous improvement of the statewide system of Career and Technology Education in Maryland's secondary schools and the State's Juvenile Services Education program.</i></p> <p><i>Maryland State Department of Education Director Disability Determination Services, 1986-1989 Led and administered the unit of state government that adjudicates Marylanders' claims for Social Security Disability benefits.</i></p> <p><i>Maryland State Department of Education Regional Director Rehabilitation Services, 1981-1986 Managed multiple Baltimore/Harford county local offices providing rehabilitation services to disabled individuals seeking to enter/return to the workforce.</i></p> <p><i>Maryland State Department of Education Vocational Rehabilitation Counselor, 1973-1981</i></p> <p><i>Maryland Department of Labor, Licensing and Regulations Employment Specialist, 1970-1973</i></p>
EDUCATION	<p><i>Master of Science, Administration and Management, Hood College, Frederick, MD, 1981</i></p> <p><i>Bachelor of Arts, History, College of Notre Dame, Baltimore, MD, 1970</i></p>
BOARDS AND COMMISSIONS	<p><i>2007- Present: High Schools That Work Board, Chairperson</i></p> <p><i>2007- Present: Governor's P-20 Leadership Council of Maryland, Member</i></p> <p><i>2005-2006: President, National Association of State Directors of Career Technical Education, Past President</i></p> <p><i>2005-Present: Cisco Networking Academy, National Board Member</i></p> <p><i>2004-Present: Project Lead The Way, Inc., National Advisory Board Member</i></p> <p><i>2002- Present: Center for Women in Technology, Board Member</i></p> <p><i>1998-2007: Board Member, National Association of State Directors of Career Technical Education</i></p> <p><i>1996-Present: Southern Regional Education Board, High Schools That Work Board, Executive Committee Member</i></p> <p><i>1996-Present: Regional Manufacturing Institute, Board Member</i></p> <p><i>National Association of Automotive Technology Education Foundation, Board of Trustees</i></p> <p><i>Junior Achievement of Central Maryland, Former Board Member</i></p> <p><i>Governor's Workforce Investment Board, Workforce Subcabinet Member</i></p> <p><i>1990 – Present: Maryland Apprenticeship and Training Council</i></p>

KATHARINE M. OLIVER

AWARDS/HONORS	<i>2007: Maryland's Top 100 Women</i> <i>2007: Summit Award, Junior Achievement of Central Maryland</i> <i>2006: Governor's Citation: Leadership to Establish the Governor's Workforce Investment Board's Subcabinet on Workforce Development</i> <i>2005: Maryland Technology Education Distinguished Service Award</i> <i>2002: Maryland Hospitality Education Foundation Spectrums Visionary Award</i> <i>2001: Iota Lambda Sigma, Nu Chapter Distinguished Professional Award</i> <i>1996: National Association of State Directors of Career Technical Education, Distinguished Service Award</i>
RESIDENCE	<i>Hagerstown, Maryland</i>
CONTACT INFORMATION	<i>Maryland State Department of Education</i> <i>200 West Baltimore Street</i> <i>Baltimore, MD 21201</i> <i>Phone: 410-767-0158</i>

Benjamin L. Rawlings III



SKILLS

Server Management	Security Implementation	Desktop Administration
Helpdesk Support	Troubleshooting	Customer Assistance
Staff Management	Project Administration	Business Continuance

Employment

10/81 – Current **Maryland State Department of Education**

7/02 – Current **Computer Network Specialist Supervisor**

Using the knowledge and experience gained in technical positions, I am working to motivate and educate the technical staff, monitor and improve support services. Additionally, I maintain the network Intranet Devices, switches, Storage Area Network, Backup and Recovery systems. Each of the duties performed is an intricate part achieving the business function of The Maryland State Department of Education. Supporting the business of the agency fulfills the agency function of serving the citizens and improving the quality of life for Marylanders.

- ▶ Supervise Technical Staff, delegate projects and meet escalated tasks and project items.
- ▶ Assist with diagnostic and support services, provide instruction, specifications and authorizations.
- ▶ Review technologies, as they pertain to MSDE projects, vendor consultations, and policy and standards.
- ▶ Project management support, attend and review meetings, delegate resources as appropriate.
- ▶ Perform Evaluations and Performance Reviews for staff, approve advancement awards.
- ▶ Manage disciplinary actions for staff members as required.
- ▶ Maintain security, Internet, Intranet, and DMZ, through router, firewall, intrusion detection, systems log monitoring and documentation.
- ▶ Develop and distribute Service Level Agreements, Statements of Work, Standards and Procedures for areas of responsibility.

9/01 – 7/02 **IT Systems Technical Specialist**

I supported and developed the Internet and Intranet efforts of MSDE by managing, developing, measuring and meeting performance standards and security procedures for Enterprise and Web servers. Included are Database, Storage and Disaster Recovery administration.

- ▶ Monitor utilization for Enterprise Servers.
- ▶ Develop security and performance standards and see they are met.
- ▶ Research, evaluate, and implement new technologies that further the business interests of the department.
- ▶ Provide guidance for support staff, vendors, and project managers.
- ▶ Diagnose deficiencies for communications, and develop corrective measures, include Citrix and, Anti-Virus Server, SUS Patch Management Server, and SAN as well.
- ▶ Customize strategies to meet Service Level Agreements and Database Application requirements.
- ▶ Evaluate products and services, utilize direct interface with customers, vendors, staff and management.
- ▶ Develop rollout strategies for Enterprise applications.
- ▶ Interpret and enforce policies developed by Office of Technology administration.

7/99 – 7/01 **Computer Network Specialist III/I**

As a result of these duties there are substantial improvements in our efforts toward "high availability" and "quick recovery", with minimal "down-time" throughout the network. These efforts allowed the migration from standalone systems to an integrated network with limited negative impact to staff members.

- ▶ Manage over 30 network servers.
- ▶ Manage storage area network, Dell and EMC, and assign resources.
- ▶ Coordinate resource use with application managers to satisfy our client's needs.
- ▶ Audit security policy compliance and improve compliance with internal auditors policy.

Benjamin L. Rawlings III

- Install and maintain server operating systems and applications.
- Administration of domain users and permissions, and monitor use of rights on the network to insure privacy and security policies are followed for over 850 users.
- Support thin clients on Citrix, and secure access SSL encryption.
- Support Data Communications for the field offices.
- Desktop Support to increase productivity by the general staff through data processing.
- Resolve trouble issues at the workstation to reduce lost time for employees.
- Install/configure software, including new systems, and system rebuilding for re-deployment.
- Supply training and documentation to assist staff in using available technology.
- Create users and computer accounts, assign rights and access permissions.
- Design specifications and contract cable installation and testing for network connection.
- Support Data Communications for the field offices using legacy systems.

7/98 – 7/99 Computer Network Specialist Trainee

- Assist with network maintenance and trouble resolution for workstation users.
- Add new systems and users to the domain to assist with network deployment.
- Support Data Communications for the field offices.

3/86 – 7/98 Data Processing Manager I

- Manage connection of the 25 field offices to the mainframe network.
- Replace terminals with pc workstations, and configure them for networking.
- Install and configure software providing end users the tools required to perform duties in a network environment.
- Training of users in the use of the newly installed systems and software.
- Cable management for the headquarters and remote office sites.
- Support Data Communications for the field offices.

2/84 – 3/86 Data Processing Communication Technician

- Data Communications support for the field offices, including installation of telephone circuits, interfacing with telephone technicians for trouble resolution, multiplexer configurations and installations and resolving users reported system trouble calls.
- Manage cable configurations for the headquarters and remote offices.

3/83 – 2/84 Data Processing Programmer III,II,I,Trainee

- Designing systems, programming applications in Cobol and Fortran.
- Participate in a team to develop programs providing users with the ability functionally use the systems being developed.

Software

Windows XP Professional, Vista, 2003 Enterprise, 2000 Advanced Server, Microsoft Office 2007, Dameware, Visio 2003, Rightfax, Partician Magic, Crystal Reports, Veritas Netbackup, CommVault Galaxy 5.0, Galaxy 7.0, Navisphere, Power Path, AD Manager, Cisco Works, HP OpenView, Clarion Disk Library Console

Protocols

TCP/IP, UDP, DHCP, WINS, Secure Socket Layer, NetBois, DNS, Winsock, SNMP, Appletalk, FTP, SNA, SNMP, and HP OpenView.

Education

Bachelor of Science – Computer Studies 2005
University of Maryland University College

JANICE E. TREAKLE

SUMMARY OF QUALIFICATIONS

An experienced administrator with excellent supervisory, human relations, and communications skills. A visionary who provides inspiration to colleagues. Recognized as a competent leader who enjoys a challenge. An effective problem solver who is honest, dedicated, well organized and dependable. Work well under pressure. Supportive and loyal. Personable and able to form productive working relationships with others. Project a positive professional image.

PROFESSIONAL EXPERIENCE

Maryland State Department of Education – Baltimore, MD 2000-Present
EDUCATION PROGRAM SPECIALIST

Coordinator, Maryland Model for School Readiness
Division of Early Childhood Development

Charles County Public Schools – LaPlata, MD 1994-2000
ADMINISTRATOR/SUPERVISOR

Specialist in Early Childhood Education (1997-2000)
Instructional Specialist (1994-1995; 1996-1997)
Assistant Principal (1995-1996)

Prince George's County Public Schools – Prince George's County, MD 1972-1994
EDUCATOR

Science Teacher and Resource Specialist (1986-1994)
Program Specialist (1977-1982; 1984-1986)
Elementary Classroom Teacher (1972-1977; 1982-1984)

Prince George's Community College – Largo, MD 1993-1995
INSTRUCTOR, Business Management Department

Anne Arundel Community College – Arnold, MD 1990-1992
INSTRUCTOR, English/Humanities Department

EDUCATION

Towson State University – Towson, Maryland

Master of Education Degree (1978)
Bachelor of Science Degree (1972)

MSDE Certification – Administrator I; Elementary/Middle School; Early Childhood; and Reading

M.ED.+ - Forty-five credits beyond Master's – Goucher College, Towson MD; University of Maryland, College Park, MD; and Trinity College, Washington D.C.

ADDITIONAL PROFESSIONAL RESPONSIBILITIES

- Maryland Model for School Readiness (MMSR) Presenter at National Conferences
- Member of
 - MSDE Assessment and Education Think Tank,
 - Center on Social Emotional Foundations for Early Learning (CSEFEL) Leadership Committee, and
 - Early Childhood Advisory Council
- Liaison to Early Childhood Organizations, Committees, and Stakeholders
- Program Manager for the Maryland Committee for Children MMSR Grant

AWARDS

- Recognized for Exemplary Performance as an Instructional Specialist, Charles County Public Schools
- Outstanding Educator, Prince George's County Public Schools
- Outstanding Educator, Prince George's County Chamber of Commerce
- National Exemplary School Award, U.S. Department of Education
- Presidential Award for Excellence in Science Education (nomination)
- Outstanding Educator, American Institute of Aeronautics and Astronautics

ORGANIZATIONAL INVOLVEMENT

Association for Supervision and Curriculum Development
National Association for the Education of Young Children
Counselor for EF Educational Travel Institute

Treva Stack
Researcher/Statistician
The Jacob France Institute
Merrick School of Business
University of Baltimore

November, 2009

B.A. Wake Forest University, History/Psychology
M.S. University of Baltimore, Industrial/Organizational Psychology

1998-current *Researcher/Statistician, The Jacob France Institute (JFI)*

- Conducts various education/economic research studies and outcome evaluations using advanced statistical methods
- Develops appropriate statistical methodology and data analysis for projects
- Formulates new ideas for research designs and reports
- Utilizes the UNIX system and writes programs in SAS
- Oversees the secure transmission of data into JFI
- Uses statistically valid methods to automate the validation of data for research purposes
- Generates data reports and uses graphical software packages to present data
- Oversees creation, accuracy, and maintenance of data dictionaries
- Generates both oral and written research reports
- Serves as data contact for various state and local education agencies, including the Maryland State Department of Education (MSDE), the Maryland Higher Education Commission (MHEC), the University System of Maryland (USM), the Maryland Association of Community Colleges (MACC), Baltimore City Public Schools, Baltimore County Public Schools, Cecil County Public Schools, Montgomery County Public Schools, and the Office of the State Superintendent of Education in Washington, DC.
- Other affiliations include the Maryland Department of Labor, Licensing, and Regulation (DLLR), the Governor's Workforce Investment Board (GWIB), the Mayor's Office of Employment Development (MOED), the Maryland State Youth Council, the Abell Foundation, the Urban Institute, the U.S. Department of Education, and the U.S. Department of Labor.

Projects

Technology Education in Baltimore City Public Schools

With funding provided by the Abell Foundation, JFI examined BCPSS's response to MSDE's technology education mandate. In the fall of 2007, a new online curriculum was implemented that conforms to MSDE's Voluntary State Curriculum. Field observation took place both in Baltimore City and in Montgomery County, a site determined to be a "leader" in technology education. An examination of technology education practices in other US States as well as internationally was also included.

Report to USDOE/Perkins Measures

JFI provides annual assistance to MSDE's Division of Career and College Readiness in completing their Consolidated Annual Report (CAR). Specifically, employment matches for both CTE completers and Adult Education completers are generated.

JFI has recently contracted with the **Office of the State Superintendent of Education in Washington, DC** to provide the same assistance with the CAR for their CTE completers.

Cecil County Public Schools

JFI worked with Cecil County Public Schools, Cecil College, and the Department of Economic Development, Cecil County Government, to longitudinally track a 2002 cohort of Cecil County Public School graduates into the workforce and higher education from 2002-2008.

Baltimore County Public Schools

JFI has entered into a contract to provide Baltimore County Public Schools with employment and industry affiliation of their graduates.

Lumina Foundation/University System of Maryland: Making Opportunity Affordable Project

As the result of a grant from the Lumina Foundation, JFI is working with the USM as they develop innovative strategies in key policy areas that would promote cost-saving methods of delivering high-quality education to greater numbers of students. JFI will provide research assistance and wage record matching for USM graduates.

Maryland Association of Community Colleges (MACC)

JFI provides assistance to MACC with a performance indicator required by the Maryland Higher Education Commission (MHEC). Matches of both degree and certificate community college completers are matched to the Maryland UI Wage records, as well as to wage records from surrounding states and those employed by the federal government.

Longitudinal earnings profiles one year prior and 3 years after graduation are generated and distributed to each institution on an annual basis. Additional research is provided by examining earnings profiles by various demographic indicators.

Teacher Retention: A Comparison of Maryland Professional Development Schools (PDS) Program Graduates with Recipients of Maryland Certification Through Other Qualifying Paths

Data on education graduates from 2001-2006 was provided to JFI by all University System of Maryland (USM) institutions, both undergraduate and graduate. USM is seeking to examine K-12 teacher retention in PDS as well as non-PDS graduates. JFI is in the process of matching graduates to the Maryland UI Wage records, as well as regional, surrounding states wage records and federal employment in order to determine their career paths.

Anatomy of a One-Stop Career Center

The purpose of this study was to describe and map the arrival, internal processing, and destination flows of customers throughout a one-stop career center. Baltimore's Eastside Career Center was

chosen as an inner city urban example, and two additional career centers were chosen in central Missouri; one representing an isolated urban center location, the other representing a rural/seasonal employment center location. The research methodology included a flow analysis, process analysis, ethnographic analysis, spatial analysis, historical analysis, and data analysis.

1995-1998 *Specialist, Research and Evaluation, MSDE*

- Assisted with the compilation of the Maryland School Performance Report Card
- Served as liaison for local education agencies in the transfer of data to MSDE
- Used software applications to code, modify and run programs to extract and present data from large databases, including SAS and SPSS
- Coordinated projects from research design, data collection, data analyses, interpretation/conclusions, and final written/verbal reports
- Conducted survey research, including design and validation
- Responsible for the management of large databases, as well as confidential student level data
- Analyzed and reported longitudinal data trends, as well as program impact
- Responded to data requests from MSDE staff, local education agencies, the State Legislature, national education research groups, the general public, and the media
- Research/evaluation consultant to MSDE Divisions, including Special Education, Instruction, Career and College Readiness, and Technology/Library Media
- Provided professional development to local education agencies regarding data quality
- Analyzed data relating to various assessments, including MSA, HSA, SAT, AP, NAEP, CTBS, TIMS and PISA

1993-1995 *Program Evaluator, American Red Cross National Headquarters*

Responsible for the design and implementation and coordination of several complex, multi-site research and evaluation projects focused on measurements of effectiveness and impact in the field of public health.

1992-1993 *Research Analyst, Department of Justice, Federal Bureau of Prisons*

Designed and conducted systematic research studies through the use of computer programming and statistical analyses. Managed projects in federal sites across the U.S., and utilized confidential employee databases (required a federal security clearance).

DAVID W. STEVENS
Executive Director
The Jacob France Institute
Merrick School of Business
University of Baltimore

November 2009

Ph.D. University of Colorado, Economics

Faculty appointments (partial)

1993-current Executive Director, The Jacob France Institute, and Research
Professor of Economics, Merrick School of Business, University of
Baltimore
Previous University of Missouri-Columbia, 18 years tenured academic ranks

Other Affiliations

1976-81 Co-Director, Harvard Institute in Employment and Training Administration
1976-77 Visiting Social Scientist, Abt Associates, Inc.

1975-76 National Science Foundation Faculty Science Fellow, Joint Center for
Urban Studies, Harvard University-MIT

1973-75 Faculty Member, Harvard Institute in Employment and Training
Administration

Relevant publications (selected)

Beyond Higher Education: Other Sources of Data for Tracking Students, *New Directions for Community Colleges*, Number 143 (Fall 2008), Hoboken, NJ: Jossey-Bass Publishers, pp. 83-92.

Employment that is not covered by state unemployment insurance laws, (2007)
Technical Paper No. TP-2007-04, Suitland, MD: U.S. Census Bureau, 37 pp.
(available at <http://lehd.did.census.gov/led/library/techpapers/tp-2007-04.pdf>).

A Guide to the Use of Administrative Records to Achieve Data Quality Standards in Federal Reporting of CTE Performance, Washington, September 2006, D.C.: U.S. Department of Education, Office of Vocational and Adult Education, 34 pp.
(available at <http://www.educountability.net>, click on *A Guide to the Use of Administrative Records*).

Responsible Use of Administrative Records for Performance Accountability: Features of Successful Partnerships, 2004, Washington, D.C.: U.S. Department of Labor, Employment and Training Administration, Office of Policy Development and Research, 48 pp. (available at <http://www.ubalt.edu/jfi/adare/repts/ADAREcookbook504.pdf>).

- Labor Market Dynamics: One Component of an Integrated System of Labor Market Information*, 2004, Washington, D.C.: Workforce Information Council c/o Bureau of Labor Statistics, U.S. Department of Labor, 35 pp. (available at <http://www.workforceinfocouncil.org/documents/LaborMarketDynamicsConceptPaper.doc>).
- 21st Century Accountability: Perkins III and WIA*, Columbus, OH: The Ohio State University, National Dissemination Center for Career and Technical Education, Center on Education and Training for Employment, (December 2001), 79 pp. (available at <http://www.nccte.org/publications/infosynthesis/infopaper/infopaper02/infopaper02.pdf>).
- Job Flows, Worker Flows and Churning, *Journal of Labor Economics*, 18:3 (July 2000), pp. 473-502 (with Simon Burgess and Julia Lane)
- "Employment and Earnings Outcomes: New Perspectives," in Jorge Sanchez and Frankie Santos Laanan (eds.), *Determining the Economic Benefits of Attending Community College*, New Directions for Community Colleges Series, Number 104, San Francisco, CA: Jossey-Bass Publishers, (Winter 1998), pp. 95-101.
- "Vocational Education Accountability in a Block Grant World," in Garth Mangum and Stephen Mangum (eds.), *Of Heart and Mind: Social Essays in Honor of Sar Levitan*, Kalamazoo, MI: Upjohn Institute Press, (1996), pp. 131-153.
- Performance Measurement Revisited, *Journal of Vocational Education Research*, 19:3 (1994), pp. 65-82.
- "Experiences of High School Graduates in Finding Employment, in Albert Pautler (ed.) *Contemporary Issues in School to Employment Transition*, Ann Arbor, MI: Prakken Publications, (1993), pp. 73-83.
- Occupational Information: The Blue Highways of Labor Market Information*, Washington, DC: National Occupational Information Coordinating Committee, August 1993: 42 pp.
- National Performance Indicators for Vocational-Technical Education*, Washington, DC: Office of Vocational and Adult Education, U.S. Department of Education, March 1992: 25 pp.
- "Occupations and Earnings of Former Vocational Education Students: Design Issues," *Design Papers for the National Assessment of Vocational Education*, Washington, DC: U.S. Department of Education, (1992), pp. 157-171.
- "The Confidentiality Provisions of State Unemployment Compensation Laws," in Vince Geraci and Carol Romero (eds.), *Using Unemployment Insurance Wage-Record Data for JTPA Performance Management*, Washington, DC: The National Commission for Employment Policy, (1992), pp. 93-116.
- "State Strategies for Building Market-Based Workforce Preparation Systems," in Evelyn Ganzglass (ed.), *Excellence at Work*, Kalamazoo, MI: W.E. Upjohn Institute for Employment Research, (1992), pp. 71-110 (with Robert G. Sheets).
- "A Multistate Wage-Record Archive: Simultaneous Achievement of Economies-of-Scale, Quality Control, and Database Security," *Building Information Partnerships: Conference Proceedings*, Washington, DC: National Governors' Association, 1991: pp. 107-112.

- "Advancing Adult Workforce Skills: Opportunities and Requirements for State Action," Philadelphia, PA: University of Pennsylvania, National Center on the Educational Quality of the Workforce, 1991: 59 pp.
- "Economic Perspectives on Technological Literacy," in Michael J. Dyrenfurth and Michael R. Kozak (eds.), *Technological Literacy*, Peoria, IL: Macmillan/McGraw-Hill, (1991), pp.80-93.
- Combined Training: Evidence of Economic Impact, *Economics of Education Review*, 8:1, (1989), pp. 31-35 (with Richard McHugh).
- "Assessing the Impact of the Carl D. Perkins Vocational Education Act: Economic Development Issues," *Design Papers for the National Assessment of Vocational Education*, Washington, DC: U.S. Department of Education, (1987), pp. 29-47.

Consultancies (partial)

Abt Associates, Inc; Academy for Educational Development; Aguirre, Inc; American Association of Community Colleges; Anne Arundel County Workforce Development Board; Coffey Communications, Ltd; Defense Technology, Inc; Economic Policy Institute; ETS; Macro International; Manpower Demonstration Research Corporation; Mathematica Policy Research; MPR, Inc; Research and Evaluation Associates; U.S. Department of Education, National Assessment of Vocational Education; National Commission for Employment Policy; National Governors' Association; National Occupational Information Coordinating Committee; The Ohio State University, Center on Education and Training for Employment; Pelavin Research Institute; Pennsylvania Department of Education; Pennsylvania State University; North Carolina Occupational Information Coordinating Committee; PRAMM Consulting Group; TATC Consulting; The Urban Institute; University of California, Berkeley, National Center for Research in Vocational Education; University of Pennsylvania, National Center on the Educational Quality of the Workforce; Upjohn Institute for Employment Research; U.S. Department of Commerce, Bureau of the Census, LEHD Program; U.S. Department of Education, Planning and Evaluation Service, and Office of Vocational and Adult Education; U.S. Department of Health and Human Services, Administration for Children and Families; U.S. Department of Labor, Advisory Panel on Revision of the Dictionary of Occupational Titles, and Bureau of Labor Statistics; Westat.

Biographical Sketch – Leslie Wilson

Dr. Leslie Wilson is the Assistant State Superintendent for the Division of Accountability and Assessment at the Maryland State Department of Education. The Division provides accountability at the state, school system and school level to Maryland education stakeholders as well as the federal government. Data are collected on an annual basis with particular emphasis on meeting the requirements of the No Child Left Behind legislation. Dr. Wilson's division also administers the Maryland School Performance Program's assessment program and annual Report Card. Dr. Wilson is responsible for the analysis and interpretation of data to provide the basis for school improvement efforts and policy decisions. The Division maintains the Education Data Warehouse and is responsible for the collection of data from local school systems and other entities; the validation, definition, and maintenance of multi-year data in accordance with Department and Division policies and procedures to assure data quality and accessibility. Beginning in 2007, these responsibilities include the implementation and maintenance of a unique student identifier and future development of a longitudinal data system. Dr. Wilson has over 30 years of experience in data systems, assessment and accountability at the state, local school system and University level, with specific expertise in the collection, reporting, interpretation and use of data for educational decision making. In addition she has authored two books on assessment and school improvement. She received her Ph.D. from the University of Maryland in the area of Education Measurement, Statistics and Evaluation.

Project Narrative

Project Narrative - Appendix C Current Status of State's Longitudinal Data System

Attachment 1:

Title: **MLDS Appendix - C Current Status of State's Longitudinal Data System** Pages: **4** Uploaded File:
C:\Documents and Settings\mszczepaniak\Desktop\MLDS Grant 2010\MLDS Appendix - C Current Status of State's Longitudinal Data System.pdf

Appendix C: Current Status of Maryland's Longitudinal Data System

Required Capabilities and Elements	Current Status	Relevant Outcomes – Current Request
System must enable State to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21 st century workforce and the Armed Forces. Such a system must include data at the individual student level from preschool through postsecondary education and into the workforce (e.g. employment, wage, and earnings information).	Maryland's P-12 and postsecondary systems and workforce each collect and maintain individual student records, but the systems are not linked and do not communicate. This capacity is to be developed under a grant pursuant to this competition. Armed Forces data will be included in the LDS under the FY2009 IES grant project.	Complete the linkage of data between P-12 and postsecondary systems and workforce data bases.
System must facilitate and enable the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice. Such a system would support interoperability by using standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various levels and types of data.	Will be improved under a grant pursuant to this competition. Governance process P-20; ID of policy questions and relevant data elements Completed -Standard data structures, formats and definitions exist for the entire accountability program as documented in specification manuals to LEAs and EDEN requirements.	Implementation of P-20 and workforce data system using P-20 Governance structure designed by state agencies.
The system must link student data with teachers, i.e. it must enable the matching of teachers primarily responsible for providing instruction in various subjects.	Current system does not allow student and teacher data to be linked. Unique Teacher ID system scheduled for implementation Sept 2010 with state funds. <u>IES FY2009 Grant</u> Statewide Standardization of Course Codes and new data collection for course grades.	Implement linking of student/teacher data and new reports.

	Student/teacher linking and new/revised data collection. This capacity to be developed under a grant pursuant to this competition.	
The system must enable the matching of teachers with information about their certification and teacher preparation programs, including the institutions at which teachers received their training.	Current system maintains data on teacher certification, and last institutions of training linked via SSN. System will be expanded to obtain teacher preparation data, and all institutions where they received their training.	Teacher preparation programs and institutions at which teachers received their training included in the MLDS.
The system must enable data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders on the achievement of their students.	IES FY2009 Grant includes Cognos 8BI reporting tool for teachers, school leaders on the achievement of their students. Parents currently receive timely home reports of their student's assessment results.	N/A
The system must ensure the quality and integrity of data contained in the system.	Current system is "completed" but is under continuous improvement, some of which is supported by an existing Institute grant. Additional logic reviews continually reveal new areas for improvement in quality of data received from school systems.	N/A
The system must provide the State with the ability to meet reporting requirements of the Department, especially reporting progress on the metrics established for the State Fiscal Stabilization Fund and the reporting requirements included in the EDFacts data collection and reporting system.	Will be improved under a grant pursuant to this competition. System is never completed because it must be constantly revised as metrics are added by USDE. Maryland has an excellent record of EDEN submissions. This proposal includes funding to support the SFSF requirement to report P-20 data such as numbers of students who earn one year of college credit within 2 years of graduation, as well as the linking of teacher and student data.	P-20 system is developed and implemented to collect required data for reporting. Linked teacher and student data will be collected, stored and reported.

Preschool through postsecondary:			
A unique student identifier that does not permit a student to be individually identified by users of the system.	Complete. This was developed and implemented through funding received in a previous grant from the Institute.	N/A	
Student-level enrollment, demographic, and program participation information	Complete*. Maryland has been collecting this information for over 20 years, and has it linked to the unique student ID since the 2007-2008 school year.	N/A	
Student level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs	Not all points are available in the postsecondary system. To be developed under a grant pursuant to this competition.	Postsecondary system will be modified to include all points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs	
The capacity to communicate with higher education data systems	To be developed under a grant pursuant to this competition.	Development and implementation of the P-20 and workforce component.	
A State data audit system assessing data quality, validity and reliability	Complete. Under constant improvement, some of which is funded by an existing grant from the Institute.	N/A	
Preschool through Grade 12:			
Yearly test records of individual students with respect to assessments under section 1111 (b) of the ESEA Act of 1965.	Complete*. Maryland has been collecting this information for over 20 years, and has it linked to the unique student ID since the 2007-2008 school year.	N/A	
Information on students not tested, by grade and subject	Complete*. Maryland has been collecting this information for over 20 years, and has it linked to the unique student ID since the 2007-2008 school year.	N/A	
A teacher identifier system with the ability to match teachers to students	To be developed under a grant pursuant to this competition.	Collect and report teacher and student data that enables linking of teacher/student data.	
Student-level transcript information, including information on courses completed and grades earned.	IES FY2009 Grant Currently under development, supported with an exiting grant for the Institute.	N/A	
Student-level college readiness test scores	IES FY 2009 Grant Substantially complete. Maryland has obtained the SAT,	N/A	

	AP, PSAT and ACT data for the 2007-2008 and 2008-2009 school year to add to the MLDS.	
Postsecondary:		
Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	Maryland has reported data on students attending Maryland postsecondary institutions and requiring remediation for years. The capacity to link the data to P-12 systems is to be developed under a grant pursuant to this competition.	Collect and report P20 longitudinal data from the MLDS for policy and research.
Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education	The capacity to link the data to P-12 systems is to be developed under a grant pursuant to this competition. Policy questions addressing this element have already been determined, and these questions will determine the additional data elements to be defined, collected and maintained in the P-20 system.	Collect and report P20 longitudinal data from the MLDS for policy and research.

* Maryland has collected substantial individual student data used in accountability for over 20 years. The data has been linked to a unique student ID since the 2007-2008 school year, and the final step of re-engineering the data warehouse to store *linked* student data using the unique ID is being developed with an existing grant from the Institute.

Project Narrative

Project Narrative - Appendix D Letters of Support

Attachment 1:

Title: **MLDS Appendix - D Letters of Support** Pages: **11** Uploaded File: **C:\Documents and Settings\mszczepaniak\Desktop\MLDS Grant 2010\MLDS Appendix - D Letters of Support.pdf**

Appendix – D



MARTIN O'MALLEY
GOVERNOR

STATE HOUSE
100 STATE CIRCLE
ANNAPOLIS, MARYLAND 21401
(410) 974-3901
(TOLL FREE) 1-800-811-8336

November 13, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center of Education Statistics
1990 K Street NW, Room 9023
Washington, DC 20208

Dear Dr. Gould:

With nationally recognized programs like *StateStat*, Maryland is a leader in performance-based management. A core objective of my Administration is to make state government more accountable and efficient through the application of data-driven performance measurement tools. To ensure that we have the necessary data to evaluate education performance and policy, and to drive the type of education reform agenda sought by the Obama Administration, we have made the development and implementation of the Maryland Longitudinal Data System a key priority for the State.

On behalf of the State of Maryland and our many education stakeholders, I urge you to support Maryland's proposal for a grant under the *State Longitudinal Data Systems Grant Program*. This financial support will assist the State in developing and implementing a P-20 data system that tracks student participation and performance from pre-school through graduate school, and, ultimately, into the workforce. As proposed, the Maryland Longitudinal Data System will dramatically enhance our ability to generate timely, accurate information about student achievement that can be used to guide decision making at all levels.

The proposed Maryland Longitudinal Data System will be further developed and implemented under the leadership of the Governor's Office in partnership with the Maryland State Department of Education, the Maryland Higher Education Commission, the Maryland Department of Labor, Licensing, and Regulation, the University System of Maryland, the Maryland Independent College and University Association, the Maryland Association of Community Colleges, local education agencies, and other education leaders and stakeholders. This coalition of stakeholders has worked hard to develop a blueprint for our proposed system, and I am confident that the partnership can make it a reality.

Letter to Dr. Tate Gould, page two

Because so much of Maryland's economy is fueled by our education system and our educated workforce, I believe the Maryland Longitudinal Data System is a key to our future economic growth and our continued leadership in innovation. It is an imperative, not just for our kids and their individual futures but for our collective economic future as a State. I hope that you will join us in building that system.

Sincerely,

A handwritten signature in black ink, appearing to read "Martin O'Malley". The signature is fluid and cursive, with a large initial "M" and "O".

Martin O'Malley



Nancy S. Grasmick
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD

November 12, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center of Education Statistics
1990 K Street NW, Room 9023
Washington, D.C. 20208

Dear Dr. Gould:


The Maryland State Department of Education (MSDE) is pleased to submit this application to fund additional development of the Maryland Statewide Longitudinal Data System under the American Recovery and Reinvestment Act. Maryland has a culture of using data for decision-making and extensive professional development has been available to the local school systems to develop requisite skills in this area. During this time of economic challenge, the funding made available to state educational agencies is greatly appreciated as it will permit a more fluid data sharing relationship with higher education and the Maryland workforce agencies.

MSDE is committed to building our capacity to meet all federal requirements of the USDE reporting system as well as those of the State Fiscal Stabilization Fund Assurances and is making considerable progress. This progress has been significantly enhanced by previous IES funding which has permitted basic development of the Maryland Statewide Longitudinal Data System.

With the support of the Governor, MSDE worked collaboratively with the higher education community to develop this proposal which focuses on the establishment of a P-20 LDS Data Center. As a member of the P-20 Governance Board, I look forward to the day when Maryland has a seamless repository of student data and workforce outcomes upon which to base future policy decisions. As the integrity of decisions based on statewide P-20 data is critical to success in the future, Maryland would be pleased to participate in an evaluation of system data integrity if the Institute commits to such an evaluation study.

The decision of the Institute of Education Sciences to fund this proposal is of vital importance to Maryland's ability to successfully meet reporting requirements at the federal, state, and local level and further the ability of key stakeholders to inform future policy decisions to enhance student achievement and prepare a highly skilled workforce in the future.

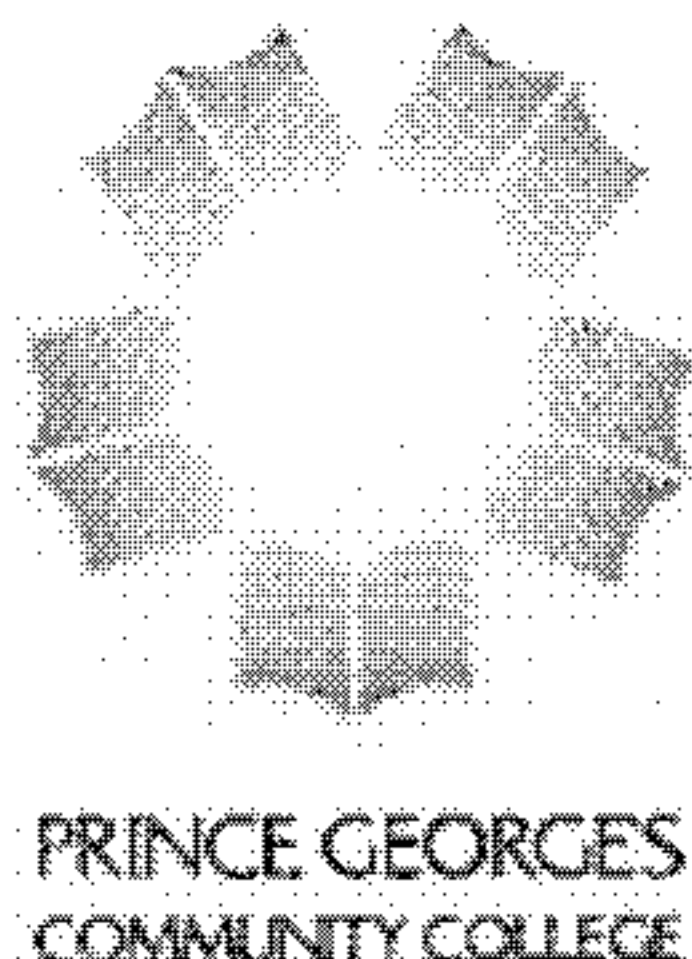
Sincerely,


Nancy S. Grasmick
State Superintendent of Schools

NSG/jeq

Maryland Public Schools: #1 in the Nation

marylandpublicschools.org



DR. CHARLENE M. DUKES
PRESIDENT

301 LARGO ROAD
LARGO, MD 20774-2199
301-322-0400
FAX: 301-350-1239
www.pgcc.edu

November 3, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center of Education Statistics
1990 K Street, NW
Room 9023
Washington, DC 20208

Dear Dr. Gould:

Prince George's Community College is pleased to extend our long-term commitment and support to the development of a Longitudinal Data System for the state of Maryland that will assist in collecting, analyzing and using key data elements to support improving educational attainment and access to employment for Marylanders. We recognize the important role that such a system fulfills in insuring access, opportunity and success for thousands of citizens who understand the connection between education, quality of life and economic opportunities. We applaud the state of Maryland, led by Governor Martin O'Malley, and all of its public and private partners, including the Maryland State Department of Education (MSDE), the University System of Maryland (USM), the Maryland Association of Community Colleges (MACC), and the Maryland Independent Colleges and Universities Association (MICUA) for envisioning this system which will develop a much-needed bridge and mechanism to both respond to critical tasks and link data between and among PreK-12, higher education and the workforce.

The need for a highly sophisticated system that allows the state to develop governance structures to guide data collection, sharing and use; build state repositories that integrate identified elements; and develop purposeful research components to inform teaching and learning as well as workforce needs is well documented. As one of numerous partners, we support the state and commit to its goal of establishing college and career data systems that track progress and foster continuous improvement.

Prince George's Community College applauds and welcomes the opportunity to work collaboratively with all of our educational, workforce and government partners on this exciting project.

Sincerely,

Charlene M. Dukes

DLLR

STATE OF MARYLAND

DEPARTMENT OF LABOR, LICENSING AND REGULATION

MARTIN O'MALLEY, Governor
ANTHONY G. BROWN, Lt. Governor
THOMAS E. PEREZ, Secretary

Andrew Moser, Assistant Secretary
Division of Workforce Development

DLLR Home Page • <http://www.dllr.state.md.us>

November 10, 2009

Dr. Nancy S. Grasmick
Maryland State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

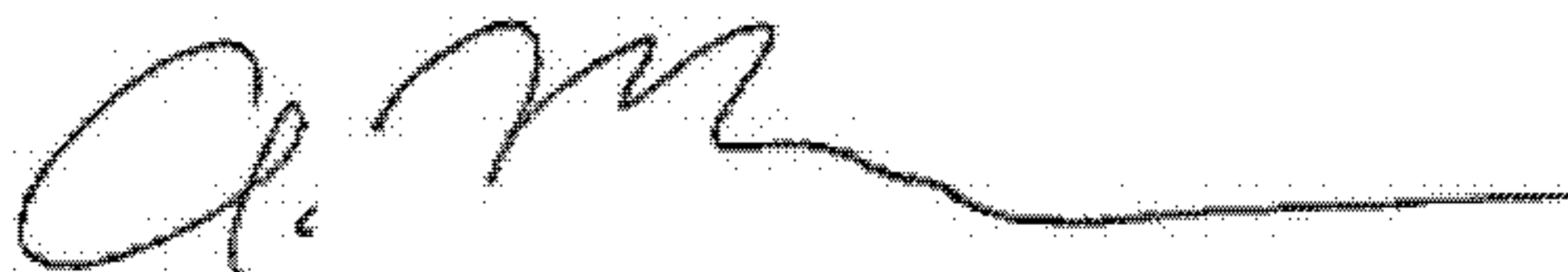
Dear Dr. Grasmick:

I wholeheartedly welcome this opportunity to confirm the State of Maryland Department of Labor, Licensing and Regulation's commitment to a multi-agency partnership role in furthering the development and use of Maryland's Longitudinal Data System (LDS) Recovery Act funds for this purpose (managed by the U.S. Department of Education Institute for Education Sciences) be awarded to your Department. As you know, our Department has long been at the forefront of national efforts to promote efficient and secure longitudinal database linkage and use.

It is for these reasons that we are delighted to know that the Jacob France Institute (JFI) staff, at the University of Baltimore, has been engaged in the development of Maryland's proposal. Therefore, I understand that if funds are awarded, the JFI staff will have lead responsibility for integration of the workforce component with other LDS modules and capabilities as we have partnered with the Institute staff since 1991 to manage our Longitudinal Administrative Data Depository and to also initiate authorized interagency data linkage initiatives on our behalf. Examples of direct relevance here include linkage with public secondary, postsecondary, Adult Education and Correctional Education data. We have long joined with the JFI staff to conduct research and evaluation studies that have improved our resource allocation decisions, which in turn, improve the quality of services we are able to deliver to our customers.

Additionally, I am pleased to endorse the Mid-Atlantic Regional Collaborative (MARC) which is the workforce component partnership that will be included in Maryland's LDS proposal as many of our workforce and economic development initiatives are managed with a regional focus. With Memorandums of Understanding already in place and subsequent related data sharing already underway, our collaboration with the JFI staff, the Rutgers University Heldrich Center staff, and the DC Career and Technical Education staff can serve as a national model of efficient regional cooperation and accomplishment.

Sincerely,



Andrew Moser, Assistant Secretary
Division of Workforce Development
And Adult Learning

1100 NORTH EUTAW STREET, ROOM 616
BALTIMORE, MD, 21201



Keeping Maryland Working and Safe

PHONE: 410-767-2997 . FAX: 410-333-5355
TTY USERS, CALL VIA THE MD RELAY SERVICE



OFFICE OF THE CHANCELLOR

November 11, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center of Education Statistics
1990 K Street, NW
Room 9023
Washington, DC 20208

Dear Dr. Gould:

The University System of Maryland is pleased to provide our support and long-term commitment to the development of the Longitudinal Data System for the state of Maryland. We are proud to have been a partner with the Maryland State Department of Education (MSDE) in the development of the current grant proposal. We strongly support this plan.

The educational community in the state of Maryland, led by Governor Martin O'Malley, and all of its public and private partners, including the University System of Maryland (USM), the Maryland State Department of Education (MSDE), the Maryland Association of Community Colleges (MACC), the Maryland Independent Colleges and Universities Association (MICUA), and the Department of Labor Licensing and Regulation (DLLR) have worked together to design and plan a system which will link the state's education and workforce data in an exciting and unprecedented manner. The plan which we created through this process is driven by some of the most important policy questions facing Maryland education. It will result in a system which addresses all required features and technical capabilities outlined by the U.S. Department of Education. It will be implemented rapidly and smoothly as it represents a consensus of education leaders across the state. This system will dramatically expand the State of Maryland's ability to answer the most important educational questions and deliver those answers to stakeholders throughout the state.

Maryland has assembled a highly qualified team from several agencies that are poised to begin work on the expansion of this system. The current efforts by MSDE will be expanded to include postsecondary and workforce data, as well as expanding the availability and utility of K-12 data. The USM will specifically oversee the steps required to create and make operational the independent Maryland P-20

LDS Center. We are committing personnel and significant staff time and expertise to ensure the Center is a success.

The USM and the State of Maryland are keenly aware that the ability to monitor, study and improve the quality of education is the key to the economic competitiveness and leadership of our state and nation in the years to come. We are prepared to do our part in creating this important tool for accomplishing those goals.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "W E Kirwan". The signature is written in a cursive, slightly stylized font.

William E. Kirwan
Chancellor



Martin O'Malley
Governor

Anthony G. Brown
Lt. Governor

Kevin M. O'Keefe
Chairman

James E. Lyons, Sr.
Secretary of Higher Education

November 10, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center of Education Statistics
1990 K Street NW, Room 9023
Washington, DC 20208

Dear Dr. Gould:

I am pleased to provide this letter supporting Maryland's effort to develop a P-20 and workforce statewide longitudinal data system. The Maryland Higher Education Commission will be a partner in this project submitted to the U.S. Department of Education Institute of Education Sciences for State Longitudinal Data Systems under the American Recovery and Reinvestment Act. The Commission is committed to collaborating to build capacity to meet federal requirements for USDE reporting (7 system capabilities and 12 data system elements) as well as ARRA reporting requirements. The project is needed to provide Maryland with the tools to evaluate students in their transition from P-12 into postsecondary education and further into the workforce. It will enhance the State's ability to improve education for Maryland students.

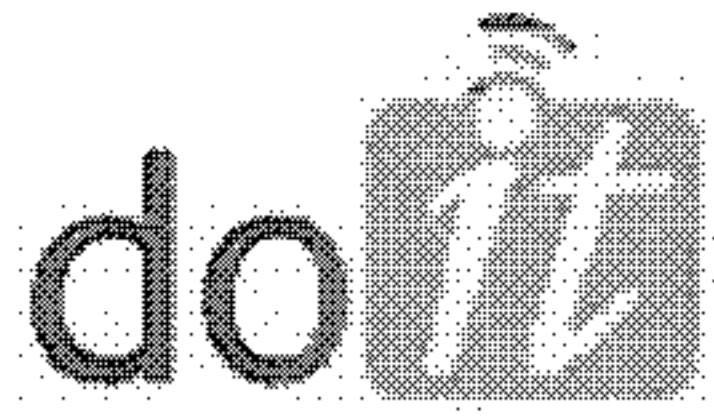
I will participate in the Governing Board for the P-20 and workforce system to provide guidance in its development and future uses. I will also insure that Maryland's postsecondary commitment and involvement continues in this valuable project.

I do appreciate the opportunity for this grant funding to improve Maryland's ability for P-20 education and workforce analysis that will improve education for its citizens. If you have any further questions, please contact Charles Benil of my staff at 410-260-4524.

Sincerely,

James E. Lyons, Sr.
Secretary of Higher Education

cc: Charles Benil, MHEC



STATE OF MARYLAND
DEPARTMENT OF INFORMATION TECHNOLOGY

MARTIN O'MALLEY
GOVERNOR

ANTHONY BROWN
Lieutenant Governor

ELLIOT SCHLANGER
Secretary

November 13, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center of Education Statistics
1990 K Street, NW
Room 9023
Washington, DC 20208

Dear Dr. Gould:

The Maryland Department of Information Technology (DoIT) supports the current concept to develop a comprehensive centralized Longitudinal Data System (LDS) for the State of Maryland.

Under the leadership of Governor Martin O'Malley, partners in the LDS project, including the Maryland State Department of Education (MSDE), the University System of Maryland (USM), the Maryland Association of Community Colleges (MACC), the Maryland Independent Colleges and Universities Association (MICUA), and the Department of Labor, Licensing and Regulation, will be developing a central repository of information that is vital to Maryland's citizens. Having ready access to pre-kindergarten to post-graduate educational information with a subsequent connection to workforce information will help Maryland's leaders and educators identify avenues to improve its citizens' quality of life by enhancing the quality of education.

As the State's agency responsible for oversight of major information technology development projects, DoIT will play an integral role in ensuring that the LDS project proceeds along a path of industry and State best practices for project planning and execution. As part of its oversight, DoIT will frequently assess MSDE and the other stakeholders' collective adherence to a granular schedule as well as firm change and budget control procedures. By doing so, the risk profile for the project will be significantly reduced.

Finally, DoIT will act in a liaison role between the LDS leaders and the State's Department of Budget and Management to ensure that Maryland is a good steward of funding awarded for this effort. We look forward to partnering with the LDS leaders and the federal government authorities on this effort.

Sincerely,

Elliot Schlanger
Secretary

November 12, 2009

Dr. Nancy S. Grasmick, Maryland State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Dr. Grasmick:

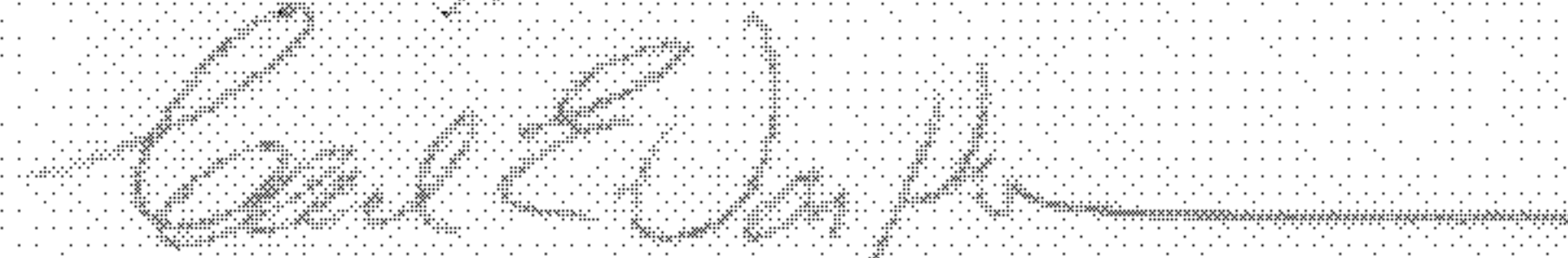
The Heldrich Center for Workforce Development at Rutgers University is pleased be included in the mid-Atlantic workforce component partnership of Maryland's State Longitudinal Data System response to the U.S. Department of Education, Institute of Education Sciences, NCES 09-02 *Request for Applications*.

The Heldrich Center's faculty and research staff have significant experience and capacity in the use of various education and employment datasets to determine the workforce experiences of career and technical education graduates. The Center's research expertise compliments that of the Jacob France Institute at the University of Baltimore. The Heldrich Center will contribute to the efforts to study the regional destinations, industry affiliations and earnings profiles of former career and technical education students.

The workforce data technical assistance initiatives that will be included in Maryland's SLDS build-out strategy will enhance the state's ability to understand the employment experiences of recent graduates.

On behalf of my colleagues at the Heldrich Center, I look forward to continued partnership with The Jacob France Institute should Recovery Act SLDS funds be awarded to your office.

Sincerely,



Carl E. Van Horn
Professor and Director

Budget Narrative

Budget Narrative - Budget Justification

Attachment 1:

Title: **MLDS Budget Narrative Justification** Pages: **6** Uploaded File: **C:\Documents and Settings\mszczepaniak\Desktop\MLDS Grant 2010\MLDS Budget Narrative Justification.doc**

Budget Narrative Justification

Outcome	Year 1	Year 2	Year 3	Total
1	\$605,278	\$4,045,205	\$959,700	\$5,610,183
2	\$404,640	\$2,003,840		\$2,408,480
3			\$1,303,840	\$1,303,840
4	\$1,313,400	\$1,025,941	\$356,804	\$2,696,145
5		\$400,000		\$400,000
6	\$65,674	\$65,674	\$65,674	\$197,022
7			\$441,183	\$441,183
Total	\$2,388,992	\$7,540,660	\$3,127,201	\$13,056,853

Project Year One

Outcome 1:

Expenditures in Year 1 will support the planning and design needed to establish a P-20 LDS Center to house and manage the Longitudinal Database. During the first 6 months, the Governing Board will determine the location of the Center. Procuring a Project Manager is incorporated in Year 1, assuming that this hire will occur during the second half of that first year. Consulting support will be needed to assist in the design of the database, establishment of the necessary data sets, and management of the ID match and subsequent de-identification of the unit records. Initial investments in equipment (Servers, network, communications, racks and switches) will begin during this year. Acquisition of the necessary database, middleware and software licenses to support the initial design efforts of the Center will also begin. Training in the most effective uses of these products will commence and continue as necessary throughout the project

Outcome 2:

The budget is developed under the assumption that the Maryland Higher Education Commission (MHEC) will utilize external contractors to do most of the work in the higher education component of the project. Estimates are provided based on inquiries to other States about similar system costs, current anticipated development costs, and the agency's own experience with a large development project to be completed in the next several months. This large project involved the development of a statewide financial aid delivery system for State operated programs. The project had many similarities in that it was student-based, required student privacy provisions, utilized file transfer methodologies, required participation of postsecondary institutions and had several web portals for access by designated groups.

The budget reflects the cost under three major categories which match the milestones for this outcome. The cost for the MHEC project is reflected in the two listed costs for a full-time MHEC Project Manager and the main development contractor. The MHEC Project Manager costs are based on typical State costs for such services. The main budget item is the contract for the system developer. Because of the short three-year grant period and the long lead time required for State procurements, MHEC would utilize a single master contractor to provide all

the deliverables (milestones) in the contract. This will require only a single procurement and contractor for the MHEC component of the project. The budget proposed was developed using both internal estimates, estimates by the project manager of the current financial system being completed, and some outside comparisons. It also reflects the localized higher rates anticipated for Maryland and District of Columbia area vendors. The total contract costs are derived by estimating these costs: (1) postsecondary system review, (2) development of an institution submission portal, (3) backend development of data base to support collection and validation, and (4) server hardware costs with associated licenses.

During Year 1, the services of a full-time MHEC site project manager and the technology services of a development contractor must be procured for the three-year grant period. The Postsecondary System review will be completed with a report to MHEC providing recommendations on how the Maryland postsecondary system should be modified to meet the future demands for P-20 data while reducing the overall cost to collect and maintain it. The review will include discussions by the contractor with the various postsecondary segments to provide perspectives on both how and what data needs should be expanded.

Outcome 3 – No activity in Year 1

Outcome 4:

During Year 1, the P-12 LDS Team will be defining a new data collection to capture the unique teacher identifier, course codes, sections, and classes along with the student population within that course, section and class. The SCED model for secondary schools will be utilized to define the required data. JAD sessions will occur to define the specific requirements for capturing these data with our contractor and subject matter experts. Reports will be defined to present the data to stakeholders utilizing the Cognos 8 BI tool within the MLDS. The new collection will be designed, developed, and tested. MSDE has a contractor on site to complete this work. The current contractual vehicle includes this work as an unfunded component. The contractual budget category covers all deliverables provided by the vendor and the work of the vendor's team that includes technology personnel and educational personnel for approximately one year of work. The vendor's team will include the following personnel: educational business analysts, project manager, technical writers, data architects, and data base administrators. The budget request covers the consulting services being provided by the vendor's team.

Teacher effectiveness data capture and reporting will begin in Year 1. Within the first six months, the planning and writing of a procurement to obtain the technology services will occur. By the end of the first nine months of Year 1, the procurement process will be completed. Design of the new standard reporting processes to provide data for internal and external stakeholders will begin along with the public web portal for stakeholders to access teacher effectiveness information within the existing Educator Information System. The design work will begin in the last three months of Year 1.

Travel expenditures are included for mandatory federal meeting requirements

Outcome 5: No activity in Year 1

Outcome 6:

All policies and procedures for the linking (or uploading) of workforce data to the LDS Center will be established during Year 1. JFI will participate in deliberations about data flow rules, data security and research priorities related to workforce data. The data linkage and processing steps will be performed to prepare the first series of demonstration reports to be delivered to respective stakeholder groups.

Outcome 7:

JFI will review and amend all current MOU's for the specific data flows with all cooperating partners for workforce data. JFI will establish an MOU with Rutgers University's Heldrich Center, to demonstrate a multi-state regional capacity to answer high priority policy questions.

Project Year Two

Outcome 1:

Expenditures in Year 2 will intensify as the P-20 LDS moves from design to implementation, through appropriate project plan phases. Once installed, newly acquired hardware and software will be tested and certified. The project manager will work with the governing board to ensure that the LDS design meets the needs specified by the board and the grant. Acquisition of additional software and middleware components to fill out the required inventory of technical and functional capabilities will occur during Year 2, requiring substantial expenditures for both licenses and maintenance. Training will also intensify as each new component of the LDS is installed and tested. Testing of all data feeds from MSDE, MHEC and DLLR will be a major emphasis during Year 2. Establishment and confirmation of all security procedures to assure complete data privacy for individuals will also consume significant time and resources during Year 2.

Outcome 2:

The Institution Web portal component that will securely transfer information and perform data validation will begin with requirements gathering through the implementation phase. The user design will model the USDOE IPEDS methodology. Training will be provided to institutional personnel. This component will be completed by the contractor during Year 2. Basic licenses for web portal access will be procured.

The additional budget cost is the grant program to the institutions to allow them to adapt to the new data needs accompanying the requirements of the State Fiscal Stabilization Funds Assurances and establish the P-12 to postsecondary linkage. These requirements are a new challenge and will cost the institutions to provide new data and capture the P-12 unique identifier. This will require modifications to institutional student systems and modifications to both the current MHEC reporting submissions and additional required new submissions. The

intention is to reimburse institutions up to a preset maximum amount for their efforts as data providers. It is expected that institutions with the same student system providers may be able to join together to reduce the overall cost. This budget estimate was reached based on prior discussions and experience with reporting changes and the scale of those changes.

Outcome 3: No activity in Year 2

Outcome 4:

In Year 2, the student/teacher linking data capture product will be finalized. External stakeholders will be trained on the access and use of teacher reports within the MLDS. Four local school systems and a total of 16 schools will be trained on the MLDS reports in the training center at MSDE. Local school systems will provide feedback during the training sessions. Training will be provided for all local school systems and school-level personnel utilizing webinars. The implementation and rollout of the student/teacher linking outcome within the MLDS will be finalized.

Development, testing, and implementation of the public portal for stakeholders to access teacher effectiveness information will be completed in Year 2 along with the standard reports for all stakeholders. The public access web portal for the teacher certification, preparation, and effectiveness component of the MLDS will be implemented and finalized.

Travel expenditures are included for mandatory federal meeting requirements

Outcome 5:

Work will begin in Year 2 for the integration of the special education, early childhood, and career/college readiness component of the MLDS. MSDE will have a contract in place from the previous grant award to be able to proceed with this work immediately. Currently, this outcome is an unfunded component of the existing contract. Our contractor will be working on the components that are funded from our previous grant award defined in a modular approach to prevent any redundancy of effort and cost. Defining the elements and policy questions related to the special education, career/technology, and early childhood data inclusion within the MLDS will be completed in Year 2. Designing, developing, testing, and implementing the view that sits on top of each of the databases that will be linked to the MLDS will be completed. The design, development, testing, and implementation of a control table within each database to allow the release of the data to the MLDS after the completion of all operational and quality assurance procedures will be finalized.

Training for the new components of the MLDS will be provided to stakeholders. The new components of the MLDS for early childhood, special education and career/technology education will be implemented.

Outcome 6:

Starting in Year 2, JFI will participate in the testing and data assurance activities with the MLDS Center. JFI will provide technical assistance support to the P-20 MLDS Data Center management team.

Outcome 7:

JFI will perform pilot data downloads that will be collected during Year 2. Data exchange specifications will be finalized.

Project Year Three

Outcome 1:

Year 3 will see the full implementation of the LDS and its move into production status. During this year, the P-20 LDS project teams will have established and tested all data feeds and will begin production runs of those feeds to and from the P-20 LDS. The workforce data will be incorporated with the P-20 unit records enabling a full view of P-20/Workforce. The P-20 LDS Center architecture will be scalable and flexible. We can easily add additional data components such as Health and Human Services, Corrections, etc. as needed. The largest single cost factor will move to database, middleware and software support costs. Consulting support will be needed in significantly lesser amounts than in Years 1 and 2 but will be necessary as new capabilities continue to be added to the system. Training will also be a continuing process throughout the project lifecycle, though again at a reduced rate from the first two years. Reporting cycles will be established, ad hoc reporting through sophisticated reporting software will be available, the Governing board will have all procedures and security requirements in place, and all levels of appropriate use and access will have been defined.

Outcome 2: No activity in Year 3

Outcome 3:

Outcome 3 continues with the approach used in outcome 2. The additional budget cost supports the grant program for higher education institutions to allow them to adapt to the new data needs accompanying the requirements of the State Fiscal Stabilization Funds Assurances and establish the P-12 to postsecondary linkage. These requirements are a new challenge for these institutions and will require the institutions to provide new data and capture the P-12 unique identifier. To accomplish the required scope of work, modifications will be required to institutional student systems as well as modifications to both the current and future MHEC reporting submissions. The intention is to reimburse institutions up to a preset maximum amount for their efforts as data providers. It is expected that institutions with the same student system providers may be able to join together to reduce the overall cost. This estimation was reached based upon prior discussions and experience with reporting changes and the scale of the changes. The development of a viable and extensible postsecondary system to warehouse all the State's postsecondary data and be able to export the selected data to meet the needs of an overall

P-20/Workforce system is essential for its success. The major focus of Outcome 3 is the ability to access and extract data from this data warehouse. This will require a significant cost to obtain business intelligence tools to enable MHEC research staff and potentially the institutions to analyze and data mine the postsecondary data.

The contractor will complete the Postsecondary system design, development, testing, and implementation. A new MHEC Data Warehouse for postsecondary education will be completed with data submission capabilities to the P-20/Workforce system. MHEC will provide the necessary guidance and oversight to contractors by utilizing current staffing. This includes the staff currently supporting the existing system, administering the current postsecondary annual collection, and performing the research and policy analysis for the agency. The MHEC staff commitment is discussed in the staffing section of the narrative (Section e) as in-kind service.

Outcome 4:

The lead project manager will continue to coordinate all activities for each component of the grant; specifically, the progress of MHEC, USM, Workforce and the P-20 LDS Data Center. Travel expenditures are included for mandatory federal meeting requirements.

Outcome 5: No activity in Year 3

Outcome 6:

Starting in Year 3, the data linkage to JFI will be fully operational and will feed data into the P-20 LDS Center. JFI will deliver data quality control, security, and accuracy of interpretation services to LDS Center users for workforce data.

Outcome 7:

JFI will implement and finalize all data flows between its partners during Year 3. JFI will engage in aggressive outreach to other mid-Atlantic and ADARE states by participating in state, regional and national forums to agree on next step priorities. A common core of multi-state data elements and report templates will be defined. Priorities will be set for multi-state cooperation and sharing of production responsibilities. JFI will seek funding for sustained multi-state cooperation and production initiatives.

Budget Narrative

Budget Narrative - ED 524 Section C Spreadsheet

Attachment 1:

Title: **Budget Narrative - ED524 Section C Form** Pages: **8** Uploaded File: **C:\Documents and Settings\mszczepaniak\Desktop\MLDS Grant 2010\Budget Narrative - ED524 Section C Form.pdf**

Budget Narrative – ED 524

Section – C Form

**Maryland State Department of Education
Section A - Federal Budget Summary**

A		B	C	D	E
Categories		Year 1	Year 2	Year 3	Total
1					
2					
3	1. Personnel	\$ -	\$ -	\$ -	\$ -
4	2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -
5	3. Travel	\$ 1,260	\$ 1,386	\$ 1,525	\$ 4,171
6	4. Equipment	\$ -	\$ -	\$ -	\$ -
7	5. Supplies	\$ -	\$ -	\$ -	\$ -
8	6. Contractual	\$ 1,225,674	\$ 1,325,674	\$ 766,857	\$ 3,318,205
9	7. Constructions	\$ -	\$ -	\$ -	\$ -
10	8. Other	\$ 1,009,918	\$ 6,049,045	\$ 2,263,540	\$ 9,322,503
11	9. Total Direct Costs (lines 1-8)	\$ 2,236,852	\$ 7,376,105	\$ 3,031,922	\$ 12,644,879
12	10. Indirect Costs	\$ 152,140	\$ 164,555	\$ 95,279	\$ 411,974
13	11. Training Stipends	\$ -	\$ -	\$ -	\$ -
14	12. Total Costs (lines 9-11)	\$ 2,388,992	\$ 7,540,660	\$ 3,127,201	\$ 13,056,853

Maryland Higher Education Commission
Section A - Federal Budget Summary

	A	B	C	D	E
	Categories	Year 1	Year 2	Year 3	Total
1					
2					
3	1. Personnel	\$ -	\$ -	\$ -	\$ -
4	2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -
5	3. Travel	\$ -	\$ -	\$ -	\$ -
6	4. Equipment	\$ -	\$ 100,000	\$ 100,000	\$ 200,000
7	5. Supplies	\$ -	\$ -	\$ -	\$ -
8	6. Contractual	\$ 360,000	\$ 1,160,000	\$ 1,060,000	\$ 2,580,000
9	7. Constructions	\$ -	\$ -	\$ -	\$ -
10	8. Other*	\$ -	\$ 600,000		\$ 600,000
11	9. Total Direct Costs (lines 1-8)	\$ 360,000	\$ 1,860,000	\$ 1,160,000	\$ 3,380,000
12	10. Indirect Costs	\$ 44,640	\$ 143,840	\$ 143,840	\$ 332,320
13	11. Training Stipends	\$ -	\$ -	\$ -	\$ -
14	12. Total Costs (lines 9-11)	\$ 404,640	\$ 2,003,840	\$ 1,303,840	\$ 3,712,320
15					
16					
17	*Grants to IHEs				

University System of Maryland
Section A Federal Budget Summary

	A	B	C	D	E
	Categories	Year 1	Year 2	Year 3	Total
1					
2					
3	1. Personnel	\$ -	\$ -	\$ -	\$ -
4	2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -
5	3. Travel	\$ -	\$ -	\$ -	\$ -
6	4. Equipment	\$ 160,000	\$ 3,030,000	\$ 655,000	\$ 3,845,000
7	5. Supplies	\$ -	\$ -	\$ -	\$ -
8	6. Contractual	\$ 321,500	\$ 733,000	\$ 220,000	\$ 1,274,500
9	7. Constructions	\$ -	\$ -	\$ -	\$ -
10	8. Other	\$ -	\$ -	\$ -	\$ -
11	9. Total Direct Costs (lines 1-8)	\$ 481,500	\$ 3,763,000	\$ 875,000	\$ 5,119,500
12	10. Indirect Costs	\$ 123,778	\$ 282,205	\$ 84,700	\$ 490,683
13	11. Training Stipends	\$ -	\$ -	\$ -	\$ -
14	12. Total Costs (lines 9-11)	\$ 605,278	\$ 4,045,205	\$ 959,700	\$ 5,610,183

Section A Federal Budget Summary

	A	B	C	D	E
	Categories	Year 1	Year 2	Year 3	Total
1					
2					
3	1. Personnel	\$ -	\$ -	\$ -	\$ -
4	2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -
5	3. Travel	\$ -	\$ -	\$ -	\$ -
6	4. Equipment	\$ -	\$ -	\$ -	\$ -
7	5. Supplies	\$ -	\$ -	\$ -	\$ -
8	6. Contractual	\$ 65,674	\$ 65,674	\$ 506,857	\$ 638,205
9	7. Constructions	\$ -	\$ -	\$ -	\$ -
10	8. Other	\$ -	\$ -	\$ -	\$ -
11	9. Total Direct Costs (lines 1-8)	\$ 65,674	\$ 65,674	\$ 506,857	\$ 638,205
12	10. Indirect Costs	\$ -	\$ -	\$ -	\$ -
13	11. Training Stipends	\$ -	\$ -	\$ -	\$ -
14	12. Total Costs (lines 9-11)	\$ 65,674	\$ 65,674	\$ 506,857	\$ 638,205
15					
16	Outcome 6	\$ 65,674	\$ 65,674	\$ 65,674	\$ 197,022
17	Outcome 7			\$ 441,183	\$ 441,183

Maryland State Department of Education Section - B
Budget Summary

Pin Number	Employee	Year 1	Year 2	Year 3	Total
DAA					
39543	Leslie Wilson	\$ 22,064	\$ 22,064	\$ 22,064	\$ 66,192
40255	Challis Breithaupt	\$ 10,981	\$ 10,981	\$ 10,981	\$ 32,943
85074	Marc Allen	\$ 9,636	\$ 9,636	\$ 9,636	\$ 28,908
39479	Mike Pautz	\$ 17,495	\$ 17,495	\$ 17,495	\$ 52,485
39498	Douglas Strader	\$ 18,880	\$ 18,880	\$ 18,880	\$ 56,640
39542	Janice Johnson	\$ 38,056	\$ 38,056	\$ 38,056	\$ 114,168
	Elizabeth Mangano	\$ 10,571	\$ 10,571	\$ 10,571	\$ 31,713
48505	Kathy Donithan	\$ 8,690	\$ 8,690	\$ 8,690	\$ 26,070
39494	Laia Block	\$ 7,841	\$ 15,681	\$ 15,681	\$ 39,203
39562	Brenda Muir	\$ 10,173	\$ 20,346	\$ 20,346	\$ 50,865
48502	Timothy O'Quinn	\$ 7,895	\$ 7,895	\$ 7,895	\$ 23,685
OIT					
	Sidney Drake	\$ 5,217	\$ 5,217	\$ 5,217	\$ 15,651
	Benjamin Rawlings	\$ 7,206	\$ 7,206	\$ 7,206	\$ 21,618
Special Ed					
	Carol Ann Heath	\$ 5,606	\$ 5,606	\$ 5,606	\$ 16,818
	Sally Slade	\$ 5,429	\$ 5,429	\$ 5,429	\$ 16,287
Career/Tech					
	Kathy Oliver	\$ 5,606	\$ 5,606	\$ 5,606	\$ 16,818
	Patricia Mikos	\$ 9,963	\$ 9,963	\$ 9,963	\$ 29,889
Early Childhood					
	Rolf Grafwallner	\$ 5,243	\$ 5,243	\$ 5,243	\$ 15,729
	Janice Treakle	\$ 8,046	\$ 8,046	\$ 8,046	\$ 24,138
	Phil Koshkin	\$ 3,440	\$ 3,440	\$ 3,440	\$ 10,320
Teacher Cert					
	Jean Satterfield	\$ 5,380	\$ 5,380	\$ 5,380	\$ 16,140
	Joann Ericson	\$ 9,395	\$ 9,395	\$ 9,395	\$ 28,185
	Project Manager	\$ 260,000	\$ 260,000	\$ 260,000	\$ 780,000
Total		\$ 492,813	\$ 510,826	\$ 510,826	\$ 1,514,465

Maryland Higher Education Commission Section - B Budget Summary

Employees/Units	Year 1	Year 2	Year 3	Total
Policy and Planning				
Dr. George Reid	\$ 5,409	\$ 5,409	\$ 5,409	\$ 16,227
Dr. Danette Howard	\$ 8,803	\$ 8,803	\$ 8,803	\$ 26,409
OIT/Higher Ed info sys				
Charles Benil	\$ 32,618	\$ 32,618	\$ 32,618	\$ 97,854
Robyn Brayton	\$ 16,790	\$ 16,790	\$ 16,790	\$ 50,370
Alex Robertson	\$ 6,124	\$ 6,124	\$ 6,124	\$ 18,372
Dave DelGaudio		\$ 3,187	\$ 3,187	\$ 6,374
Total MHEC in-kind	\$ 69,744	\$ 72,931	\$ 72,931	\$ 215,606

(includes salary only no fringe)

(MHEC uses a 27% fringe for staff for its fringe rate)

**University System of Maryland
Section - B Budget Summary**

Category			Year 1	Year 2	Year 3	Total
Personnel*			\$ 80,918	\$ 40,459	\$ -	\$ 121,377
Finge Benefits			\$ 20,229	\$ 10,115	\$ -	\$ 30,344
Travel			\$ -	\$ -	\$ -	\$ -
Equipment*			\$ -	\$ -	\$ -	\$ -
Supplies			\$ -	\$ -	\$ -	\$ -
Contractual**			\$ -	\$ -	\$ -	\$ -
Construction			\$ -	\$ -	\$ -	\$ -
Other***			\$ -	\$ -	\$ -	\$ -
Total Direct Costs			\$ 101,147	\$ 50,574	\$ -	\$ 151,721
Indirect Costs			\$ -	\$ -	\$ -	\$ -
Training			\$ -	\$ -	\$ -	\$ -
Total Costs			\$ 101,147	\$ 50,574	\$ -	\$ 151,721

*USM Jakubik 50%; Spicer 5%; Passmore 5%

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		Version 02	
* 1. Type of Submission <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		* 2. Type of Application:* If Revision, select appropriate letter(s): <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation * Other (Specify) <input type="checkbox"/> Revision	
* 3. Date Received: 11/19/2009		4. Applicant Identifier:	
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier: N/A	
State Use Only:			
6. Date Received by State: 8/10/2009		7. State Application Identifier:	
8. APPLICANT INFORMATION:			
* a. Legal Name: Maryland State Department of Education			
* b. Employer/Taxpayer Identification Number (EIN/TIN): 526002033		* c. Organizational DUNS: 183071471	
d. Address:			
* Street1:		200 W. Baltimore Street	
Street2:			
* City:		Baltimore	
County:		Baltimore City	
State:		MD	
Province:			
* Country:		USA	
* Zip / Postal Code:		21201	
e. Organizational Unit:			
Department Name: MD State Department of Education		Division Name: Accountability & Assessment	
f. Name and contact information of person to be contacted on matters involving this application:			
Prefix: Dr.		* First Name: Leslie	
Middle Name:			

* Last Name: Wilson

Suffix:

Title: Assistant State Superintendent

Organizational Affiliation:

* Telephone
Number:

(410)767-0090

Fax Number:

(410)333-0257

* Email: LWILSON@MSDE.STATE.MD.US

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.384A

CFDA Title:

Statewide Longitudinal Data System Recovery Act Grants

*** 12. Funding Opportunity Number:**

ED-Grants-072909-001

Title:

Statewide Longitudinal Data Systems Grants under the American Recovery and Reinvestment Act of 2009

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

*** 15. Descriptive Title of Applicant's Project:**

Development of Maryland's P-20/Workforce Longitudinal Data System.

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: 7

* b. Program/Project: 1-8

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 5/1/2010

* b. End Date: 4/30/2013

18. Estimated Funding (\$):

a. Federal	\$ 13056853
b. Applicant	\$ 0
c. State	\$ 1881792
d. Local	\$ 0
e. Other	\$ 0
f. Program	\$ 0
Income	
g. TOTAL	\$ 14938645

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☒ a. This application was made available to the State under the Executive Order 12372 Process for review on 11/19/2009.

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

☐ Yes ☒ No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr. * First Name: Nancy
Middle Name: S
* Last Name: Grasmick
Suffix:

Title: State Superintendent of Schools

* Telephone Number: (410)767-0462 Fax Number: (410)333-6033

* Email: NGRASMICK@MSDE.STATE.MD.US

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

**U.S. DEPARTMENT OF EDUCATION****BUDGET INFORMATION****NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Maryland State Department of Edu...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 1,260	\$ 1,386	\$ 1,525	\$ 0	\$ 0	\$ 4,171
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 1,225,674	\$ 1,325,674	\$ 766,857	\$ 0	\$ 0	\$ 3,318,205
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 1,009,918	\$ 6,049,045	\$ 2,263,540	\$ 0	\$ 0	\$ 9,322,503
9. Total Direct Costs (lines 1-8)	\$ 2,236,852	\$ 7,376,105	\$ 3,031,922	\$ 0	\$ 0	\$ 12,644,879
10. Indirect Costs*	\$ 152,140	\$ 164,555	\$ 95,279	\$ 0	\$ 0	\$ 411,974
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 2,388,992	\$ 7,540,660	\$ 3,127,201	\$ 0	\$ 0	\$ 13,056,853

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify): _____ The Indirect Cost Rate is 12.4%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Maryland State Department of Edu...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 663,704	\$ 634,331	\$ 583,757	\$ 0	\$ 0	\$ 1,881,792
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 663,704	\$ 634,331	\$ 583,757	\$ 0	\$ 0	\$ 1,881,792
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 663,704	\$ 634,331	\$ 583,757	\$ 0	\$ 0	\$ 1,881,792

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Dr. Nancy S. Grasmick

Title: State Superintendent of Schools

Date Submitted: 09/19/2009

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance		2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known:		5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency:		7. Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known:		9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -		b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.		Name: Dr. Nancy S. Grasmick Title: State Superintendent of Schools Applicant: Maryland State Department of Education Date: 09/19/2009	
Federal Use Only:			Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

Maryland State Department of Education

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. First Name: Nancy Middle Name: S
Last Name: Grasmick Suffix:
Title: State Superintendent of Schools

Signature: Date:
09/19/2009

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Dr. Leslie Wilson

Address:

* Street1: 200 W. Baltimore Street
Street2:
* City: Baltimore
County: Baltimore City
* State: MD* Zip / Postal Code: 21201 * Country: USA

* Phone Number (give area code) Fax Number (give area code)
(410)767-0090 (410)333-0257

Email Address:

LWILSON@MSDE.STATE.MD.US

2. Applicant Experience

Novice Applicant ☐ Yes ☒ No ☐ Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

☐ Yes ☒ No

Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :

File :

Project Narrative

Project Narrative - Project Abstract

Attachment 1:

Title: **MLDS Project Abstract** Pages: **1** Uploaded File: **C:\Documents and Settings\mszczepaniak\Desktop\MLDS Grant 2010\MLDS Project Abstract.doc**

Project Abstract Maryland's P-20/Workforce Longitudinal Data System

Description of Project

With Maryland's P-12 Longitudinal Data System underway, the state's education leaders are turning their attention to the development and implementation of the extension of that system into postsecondary education and the workforce. In the summer of 2009, at the request of the Governor, a workgroup with broad representation from higher education, including the Maryland State Department of Education (MSDE) University System of Maryland (USM), the Maryland Higher Education Commission (MHEC) and others representing private universities and community colleges was charged with creating a proposal for a P-20 system design. The workgroup identified key policy questions and set about defining the data and system requirements to respond them along with a governance structure.

Since that time, the state's workforce system has been included in the P-20 system design and a detailed evaluation of each contributing data system has been completed. This proposal is a result of the collaborative effort of these groups and requests support for the development required to address these identified needs to meet requirements of a P-20/Workforce Longitudinal Data System.

The project goals are first and foremost to establish a P-20/Workforce Longitudinal Data Center warehouse, meeting the specifications set out in federal and state guidelines that will answer Maryland's identified policy questions. To that end, the three components contributing data to the system require some further development to their data collections and data systems in order to realize this overall goal. The work is mainly focused on the postsecondary and workforce components.

Expected Outcomes

As a result of this project Maryland expects to:

- Develop and establish a data warehouse to house P-20 and link to workforce LDS data sets, including implementation of a set of procedures and policies to oversee, safeguard, and maintain the P-20 and workforce warehouse
- Create high quality, responsive data products to educators of all levels, government agencies, parents, students and others
- Develop a data submission system and institution web portal for higher education institutions as well as a postsecondary system that supports the linkage and interoperability to the P-12 and workforce data systems
- Upload or link workforce data into the P-20 LDS data warehouse and establish with workforce agencies in other states and with the federal government MOUs for data sharing from those agencies to Maryland data systems
- Plan and implement P-12 teacher effectiveness data collection and reporting capabilities, and link databases for student-level data for special education, early childhood and career/technology to the P-12 LDS

Full funding and successful completion of the proposed project will provide Maryland with a P-20/Workforce Longitudinal Data System that meets the system elements and capabilities listed in the RFA and specifically addressed in Appendix C of this proposal.

Project Narrative

Project Narrative - Project Narrative

Attachment 1:

Title: **MLDS Project Narrative** Pages: **23** Uploaded File: **C:\Documents and Settings\mszczepaniak\Desktop\MLDS Grant 2010\MLDS Project Narrative.doc**

Project Narrative

(a) Need for Project

The Maryland State Department of Education, in collaboration with the University System of Maryland, Maryland Higher Education Commission, and The Jacob France Institute (JFI) of the University of Baltimore request a total of **\$13,056,853** to complete the design, development, and implementation of a P-20/Workforce statewide longitudinal data system inclusive of all required capabilities and elements defined by the Data Quality Campaign and the America Competes Act.

For many years, pre-dating the No Child Left Behind Act, the Maryland State Department of Education (MSDE) has had an accountability and assessment system and a culture of using data to inform decision-making; at the classroom level, system level, Board of Education level, and legislative-policy level. This culture required Maryland to assume a progressive stance in the collection, validation, and reporting of individual student data, prior to the establishment of methodologies to develop longitudinal data systems.

Maryland established its first P-12 Educational Data Warehouse (EDW) in 1999 and that warehouse has been the source of most of Maryland's EDEN/EdFacts files. The Maryland Higher Education Commission (MHEC) established its first postsecondary system for students attending Maryland Institutions of Higher Education in 1977. The Jacob France Institute (JFI), partnered with the Maryland Department of Labor, Licensing, and Regulation (DLLR), to maintain and use a multi-faceted longitudinal database of confidential workforce administrative records in 1991, which led to a multi-state Administrative Data Research and Evaluation (ADARE) initiative. Today, Maryland continues to strive to achieve the seventeen capabilities and elements for state data systems defined in the Request for Applications (RFA) for this grant program that represent the ten state actions to ensure data use established by the Data Quality Campaign, and the twelve components of the America Competes Act. **Appendix A** contains a schematic description of MSDE's P-12 longitudinal data system.

The requirements for states to establish eligibility to receive State Fiscal Stabilization Funds (SFSF) and to apply for Race to the Top funds (RTTT) underscore more than ever the commitment on the part of the Department of Education to support states' efforts to develop efficient longitudinal data systems. These systems are needed to supply schools with linked historical data on student performance and to provide schools and teachers with data to improve student achievement and student preparation for postsecondary education and the workforce. The systems will also supply states and policy makers with data to use when making key decisions and defining new policies. In addition, states require state-of-the-art data warehouses and reporting mechanisms to meet the reporting challenges of EdFacts and SFSF requirements.

Maryland's P-20 Longitudinal Data System (LDS) has been designed specifically to inform decision-making at a variety of levels (state, school system, individual schools, and institutions of higher education) in order to ensure student success. The State Superintendent of Schools has collaborated with a variety of stakeholders (State Board of Education, Governor's Commission, Maryland General Assembly, Maryland Higher Education Commission, the Chancellor of the University System of Maryland, and the Department of Labor and Licensing and

Regulation/Jacob France Institute (with partnerships with the District of Columbia and New Jersey), and is highlighting the increased capacity Maryland will have to improve P-20 student achievement, make data-driven decisions, and monitor the success of policies and programs. There is keen interest in data that will inform Maryland policies to address challenges such as dropouts, truancy, the achievement gap, predictors of success in high school, postsecondary school and the workforce, identification of successful interventions, class size, middle school course requirements, teacher training, certification and retention. Maryland stakeholders have drafted a document outlining the major P-20 policy questions of interest and the data elements that are required to respond to those questions. These questions are driving the design of the P-20 data system. This document is located in **Appendix A**.

The stakeholders have also developed a plan for a Maryland P-20 and workforce model that includes a longitudinal warehouse that will house student data required to address these questions. The model is presented graphically in **Appendix A**. It is the implementation of this plan that serves as the backbone of the current proposal and defines the work that also must be completed by the agencies identified in the model. **Appendix A** also includes a collaborative opinion on FERPA and the confidentiality of student data in the proposed model by the Attorneys General who represent the agencies. Finally, Maryland's State Superintendent of Schools is working with the institutions of Higher Education to develop rigorous and clear definitions of college and work-ready criteria which will be reflected in all future work and research. The final documents related to this effort will be available in the first quarter of 2010.

Maryland is using a combination of state and federal funding to modernize its current P-12 educational data infrastructure (people, processes and technologies). Additionally, P-12 in Maryland has recently increased the capacity of its systems to automate the collection and validation of additional data to meet the expectations of its stakeholders who require more information to inform their decision-making process. Current funding will also be utilized to accelerate the ability to meet the demands of stakeholders for timelier reporting and advanced analysis of their own data, with tools and processes which they directly control. The stakeholders include participants at all levels: state, district and school (both P-12 as well as institutions of higher education.) The current proposal, if funded, will round out the P-12 system to include the linking of teacher and student data and integration of key program data into the LDS.

The Maryland Higher Education Commission (MHEC) is proposing to expand and upgrade its postsecondary longitudinal data system and the acquisition of postsecondary longitudinal data. It will provide a system that is viable for the future, extensible for growth, meet foreseeable future state longitudinal data needs and provide data for federal reporting. The need to upgrade the postsecondary system is a vital part of the proposed Maryland P-20/Workforce Longitudinal Data System to provide the postsecondary-level student information for a statewide system. The expansion will directly support the capability to develop a system that includes student-level data from pre-school through postsecondary and into the workforce. This will be accomplished by providing the linking ability from the P-12 unique student identifier to the social security number identifier used by the Maryland postsecondary system.

The current postsecondary system is based on legacy 1980s technology which runs on a mid-range platform that is obsolete and is becoming difficult to maintain and expand to support the

proposed P-20 system and anticipated future data requirements. MHEC, in conjunction with postsecondary system segments, developed their system in 1977; the system currently has over 30 years of student-level data. The current system has limited access tools, is difficult for researchers to use, and extract data for either postsecondary analysis or for transition to the proposed P-20 system. The system will be expanded to meet the educational metrics requiring postsecondary data for State Fiscal Stabilization Fund Assurances. Under the State's P-20/Workforce plan, the expanded system will provide the key for linkage between the P-12 unique student identifier and SSN, providing the bridge into postsecondary and workforce data.

Current SLDS System

P-12 Requirements. Maryland's current P-12 system consists of many of the required individual student data collections required of P-12 systems by the America Competes Act. The data have been collected with the state unique student ID since the 2007-2008 school year. Maryland's most recent IES grant funds the re-engineering of the data warehouse to store linked individual student longitudinal data records. The RFQ for this work is pending release by the end of 2009.

The system has the following data requirements completed (data collected with unique ID):

- Yearly test records of individual students with respect to assessments under section 1111 (b) of the Elementary and Secondary Education Act of 1965;
- Information on students not tested, by grade and subject, as well as the reason for students not tested;
- Student-level college readiness test scores.

Currently, all data linking using the unique ID is done manually until the data warehouse is re-engineered to link and store student data across years and data collections. An RFQ, made possible through funding by the Institute of Education Sciences (IES), will soon be issued for a vendor to complete the re-engineering. Maryland expects this phase to be completed in early 2011, depending on when the contract is awarded.

- *Student level transcript information, including information on courses completed and grades earned.*

The same IES funding supports a second RFQ for development of a state-wide course coding system for Maryland based on the SCED classification. Maryland's 24 school systems will participate in an alignment of course content resulting in this system. The initial vendor will use that system to develop a data collection that will include courses completed and grades earned for all students, elementary through high school. It is expected that the state will have the necessary enhancements to its data warehouse completed and be able to begin that data collection from local school systems in the fall of 2011. This will address the system requirement and provide Maryland with four of the five P-12 requirements as listed in the RFA.

- *A teacher identifier system with the ability to match teachers to students.*
This application requests funding to accelerate the completion of this phase of requirements by developing a data collection process that will match teachers to students

using the teacher and student ID. The teacher ID system is being implemented by summer 2010, funded by state resources.

P-12 and Postsecondary Requirements. Maryland's current P-12 and postsecondary systems meet four of the five listed criteria, and include the following *individual student* data (requirement completed, data collected):

- Unique statewide ID that does not allow a student to be identified by users of the system (except as allowed by Federal and State law) – assigned to all P-12 students as of the 2007-2008 school year;
- Enrollment, demographic, and program participation information;
- Information about the points at which students exit, transfer in, transfer out, or complete P-16 education programs. The P-12 system includes cohorts to report the new four-year cohort graduation rate beginning in the 2011 school year;
- A State data audit system assessing data quality, validity, and reliability;
- The capacity to communicate with higher education data systems. This application requests funding to accelerate the completion of this section of requirements by adding the fifth and final requirement, the capacity to communicate with higher education data systems through implementation of the Maryland P-20 Model developed in collaboration with P-12, higher education, and workforce agencies.

Postsecondary Requirements. Maryland's current postsecondary system includes:

- Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary institutions, including whether students enroll in remedial coursework
- Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education

The system includes individual student data on enrollment, drop-outs and transfers, credits registered for full or part-time status, remedial courses taken, degrees awarded, cumulative GPA, etc. As outlined later in this proposal, additional elements will be added, when needed, to address the policy questions identified.

A further illustration of Maryland's status on each of the 12 elements can be found in **Appendix C.** **Appendix A** contains a detailed schematic of the P-12 system which is coded by components that are funded and underway and those that are not.

Maryland is seeking funding to accelerate the development of the remaining components of its longitudinal data system, the most important of which is the extension and interoperability of the P-12 system to P-20 and the workforce. To round out the system, additional data collections and alignment will be added, and the P-12 system will be further integrated with program data. This funding will augment other state and federal resources being allocated for other components of the system. As a state with a history of using data to make important policy decisions, from the classroom level to the legislature, Maryland requests these resources to provide educators and policy-makers with additional meaningful data with which to continually improve the education of Maryland's students and to meet federal compliance requirements. Maryland educators look forward to using the upgraded data system to supply additional information concerning the

success of the alignment efforts taking place between the P-12, postsecondary, and workforce levels, and the success of initiatives intended to ensure student success at every level of their education career and into the workforce. At the same time, the new system capabilities will enable Maryland to meet the Assurances of the State Fiscal Stabilization Fund.

(b) Project Outcomes Related to System Requirements and Implementation

This grant request will accelerate and further the advances that Maryland has made in establishing a culture that uses data not only for compliance but also for the improvement of student achievement to ensure our citizens are well prepared for college and a career. Longitudinal data systems are powerful tools to increase the efficiency and effectiveness of solutions that improve student performance and close gaps among disaggregated groups of students. By increasing and simplifying access to those tools, expanding the understanding of how to use them, and formulating and answering the fundamental questions that drive desired improvements, MSDE and its partners seek to engage researchers, policy-makers, program managers, superintendents, administrators, teachers, teacher educators, and the public in the improvement efforts.

The Maryland P-20 LDS Center will be created to warehouse the P-20 LDS data that will be “rolled-up” from state agencies’ existing and planned data collections. Legislation will be introduced during the next session of the Maryland General Assembly in January 2010 which will authorize the creation of the Center for the purpose of sharing data for research on educational program improvement and evaluation of educational programs through this Center. This legislative mandate will also establish a governance structure for the Center. A governing board, led by the Secretary of Higher Education, State Superintendent of Schools, and the Secretary of the Department of Labor, Licensing and Regulation will include additional State leaders and research professionals. An RFQ process will be implemented to determine the specific location of this Center in Maryland, as well as funding to sustain it once implemented. The P-20 LDS Center architecture will be scalable and flexible. Additional data components such as Health and Human Services, Corrections, etc. will be added as needed.

This Center will be the capstone for a system that will establish data flows from the State Education Agency (MSDE), the State Higher Education Commission (MHEC) and the State Labor, Licensing, and Regulation Agency (DLLR). The Center will serve as a central repository of the data in the LDS. The establishment of the Center will accomplish two key outcomes:

Outcome 1: Develop and establish a data warehouse and reporting system to house the P-20 data sets and link to workforce LDS data sets, as well as procedures and policies to oversee, safeguard, and maintain the warehouse

In order to specifically address the first two required data system capabilities discussed in the RFA, an independent data warehouse will be created that receives and stores the necessary LDS data from each of the agency data systems. This new data warehouse and an efficient upload system to transmit data to the warehouse will be developed and managed in cooperation with the participating state agencies. In addition, supplementary systems will be developed. These will include: data architecture including a data model and a data dictionary, a system of quality

assurance processes, a system to link to existing statewide workforce data systems, a system to de-identify data and to manage access, a multi-tiered data analysis and reporting system, and a formal governance plan.

When completed, these systems will form a Maryland Longitudinal Data System (MLDS) Center with a data warehouse and governance structure that will include a longitudinal data repository containing de-identified data for longitudinal data analysis. This data will be retained in multiple forms for analytical purposes.

The warehouse will be populated by and will feed data back to the state agencies. The upload system will include the creation of a view that sits on top of the P-12 LDS at MSDE. This view facilitates the transfer of data from MSDE to the P-20 LDS Center database and back, allowing control of the data points to be included within the MLDS. Design and development of each separate view for the P-12 LDS database at MSDE and the P-20 LDS Center database will take place during this process. Processes for managing data quality and reconciliation issues will be established and the system will include a control table to allow the release of the data to the MLDS upon completion of the operational and quality assurance processes within and between each database.

Individual unit records of students held in this data system will be de-identified in a manner that ensures student privacy but allows the linkage of individual student data from each agency data system. These processes will include creating a separate identifier for each student (an internal one that will only be used within the MLDS data center), provide data security including maintaining identifier/de-identifier files, and establishing guidelines and policies that prevent reporting of potentially identifying data not associated with IDs.

Specifically the warehouse will incorporate a system to insure privacy of data that will:

- De-identify inbound data with an alternate ID unique to individuals to drive the longitudinal analysis.
- Store personally identifiable information that is both secure and has restricted access.
- Manage identities in the secure area, e.g., merging duplicate identities.

A key product of the Data Center will be the creation of high quality, responsive data products to educators at all levels, government agencies, parents, students and others. The MLDS Data Center will provide data to stakeholders at all levels in Maryland. The initial data products flowing back to K-12 and postsecondary agencies and institutions (both 2-year and 4-year) will begin with a series of established reports. These “defined” products will represent the first stage of feedback. The data products will be tailored by Center staff to match the specific needs of target stakeholders driven by the original and subsequent policy questions.

The system for reporting will be two-tiered with a business intelligence system providing access to standard reports, ad hoc data reports and research data extracts. A separate business intelligence tool will be included for more complex multi-dimensional data analysis and reporting. Secure web access for users will be provided through both tools to allow maximum dissemination of data and reports and ensure wide access. A system for rapid development of

new reports will be established. The data available in the data repository will also be available for ad hoc data requests; rules for governing and prioritizing these requests will be developed as part of Outcome 1.

The Grant Project Team, in collaboration with the Governing Board will develop oversight policies and procedures to determine the overall governance of the Center. These policies and procedures will:

- Control data access, priority and approval of data analyses/research;
- Define the process for establishing new policy questions;
- Outline procedures to be used in requesting and implementing changes or additions to the data dictionary and/or data collection.

Procedures and policies to be developed will ensure routine, ongoing safeguards in compliance with FERPA under the direct supervision of the LDS Center Governing Board. Some of these technical safeguards have been described earlier.

The participating agencies of MSDE, MHEC, USM, and DLLR will work to build the capacity of key stakeholders to effectively use data or improve educational outcomes. Specifically, stakeholders will receive training and on-going support to ensure they have the capability to connect with the MLDS Center for easy access to the data and data reports to make effective use of them for planning and management. This will be accomplished through the development and execution of an appropriate plan which combines web-based and face-to-face training and tutorials for key stakeholders.

Finally, the Governing Board will determine the location and maintenance for the system through the development of an RFP and a formal competitive bid process. The successful bidder will have the resources to maintain the Center, under the direction of the Governing Board, and in accordance with the legislative mandate of the State of Maryland.

Outcomes 2 and 3 relate to the postsecondary system. The relationships of these outcomes support the capabilities and elements in the RFA. The Data Submission and Institution Web Portal will support three capabilities by providing data to enable interoperability through establishing the P-12 to postsecondary linkages. It will also establish validation of institution submissions to ensure data integrity. The postsecondary system outcome continues the ability to support interoperability and the linkages through the data provided to the P-20/workforce system. The system will also support federal reporting requirements, maintain student level data, contain transfer and completion data, and monitor data on the transition of students to postsecondary.

Outcome 2: Develop a data submission system that supports the linkage and interoperability to the P-12 and workforce data systems.

The Data Submission System and Institution Web Portal will provide the tools necessary to gather student data in a secure manner from the higher education institutions. It will allow validation of this data when it is initially submitted. The most important component of this system is the addition to the postsecondary collection of the Maryland P-12 unique identifier,

State Assigned Student Identification (SASID), and other directory data for student identification. The linkage of the State's P-12 unique identifier to postsecondary is planned to be completed by the capture of the P-12 identifier via electronic transcripts throughout the P-20 education system. The additional directory data will be necessary to address matching needs of P-12 graduates until the ability for SASID transcript can replace this with a more accurate methodology. As a part of this outcome, a review will be undertaken of the future needs of the postsecondary system and resulting recommendations will provide a strategic plan for future development. A grant program will provide funding for institutions of higher education to make changes to their systems and to report new data to the MHEC to support the P-20 LDS.

Outcome 3: Develop a postsecondary system that supports the linkage and interoperability to the P-12 and workforce data systems.

This outcome supports both linkage and interoperability by providing postsecondary progression and outcomes for individual students that can be linked to P-12 and workforce data. This component of the project will support four of the elements that involve postsecondary institutions. The current postsecondary system will be able to provide enrollment, demographic, academic program, and completion information to the P-20/workforce system. Also current data will be provided that relates to the success of high school graduates and includes remediation status, performance in both the ACT and SAT testing programs, postsecondary grades, and identification of initial credit English and math courses, and the first year grade point average of students. The outcome will also support some of the IPEDS reporting requirements. This will allow the postsecondary system to provide current community college transfer performance information to the P-20/Workforce system. Expansion of the data collected for the postsecondary system in Outcome 2 will allow the system to pass this data to the statewide P-20/Workforce system being developed.

Outcome 4: Plan and implement student/teacher data linking and teacher effectiveness data capture/reporting within the MLDS.

Complete the linking of student/teacher data linking within the MLDS and the implementation of a newly defined data collection to capture teachers, courses, sections and the student population information related to each teacher. Planning and implementation of teacher effectiveness data within the MLDS will be completed.

Outcome 5: Link databases for student-level data for special education, early childhood and career/technology to the MLDS

Plan, design, develop and implement the linking of the special education, early childhood and career/technology student level data to the MLDS ensuring quality control procedures prior to the release of the data. The linkages to all three databases will be completed along with modified reports and new reports to answer policy questions related to these data. Training will be provided to all stakeholders for the new components of the MLDS.

Outcome 6: Upload or Link Workforce data into the P-20 LDS Data Warehouse at the individual student level

The workforce data system is maintained on behalf of the Department of Labor, Licensing, and Regulation (DLLR) by the Jacob France Institute. The system maintains confidential data on employment and earnings, by employer, which has been collected quarterly from April 1985 through June 2009. The Jacob France Institute (JFI) has partnered with the Maryland Department of DLLR to maintain and use a multi-faceted longitudinal database of confidential workforce administrative records since 1991. JFI's performance in the early and mid 1990s led, in 1998 and subsequent years, to the U.S. Department of Labor's award of funds for JFI leadership to develop a national multi-state Administrative Data Research and Evaluation (ADARE) initiative. This track record of intrastate and interstate performance to date offers a solid foundation on which to build new SLDS products and features.

This existing system will serve as the third agency component system which will either upload data to or directly link its data with the data warehouse in the P-20 LDS Center. This system will be used to provide tracking of students from graduation into the workforce and to begin efforts to extend Maryland longitudinal tracking into an interstate setting. The JFI and its workforce system will serve as a key partner to achieve the following goals:

- Link Workforce data to the P-20 LDS Data Warehouse at the individual student level;
- Establish, with workforce agencies in other states and with the federal government, MOU's for data sharing and create regular data flows from those agencies to Maryland data systems.

The Jacob France Institute has served as the higher-than-agency-level aggregator of workforce and related data. It will continue in this role providing analysis of data for workforce issues and will maintain the workforce data base. It will provide a direct linkage for the Maryland P-20 LDS Center to that data for the analysis by the P-20 LDS center of multi-segmental issues and educational outcomes of students from Maryland's P-20 institutions. Alternately, a routine data upload from JFI to the center could be substituted for direct access. The linking element for these data will be the social security number provided in wage and other employment records and used as a linking data element in most P-20 data records.

Outcome 7: Establish, with workforce agencies in other states and with the federal government, MOU's for data sharing and create regular data flows from those agencies to Maryland data systems.

JFI will facilitate and enable the exchange of workforce data among agencies and institutions between States. They will seek amendment of currently active MOUs among the State Employment Security Agencies in DC, MD, NJ, OH, PA, VA and WV to enable authorized collection of workforce data for defined-use purposes related to student outcomes. They will review, and amend if necessary, the active MOU DLLR has with the Federal Office of Personnel Management to authorize defined-use delivery of Federal civilian employee status information. They will continue to interact with current and proposed new ADARE initiative partners in other states to optimize the pace and scope of progress toward inclusion of a robust interstate workforce component in Maryland's SLDS. Through these activities, JFI will establish routine data flows regarding the activities and success of Maryland students in the workforce in those jurisdictions and additional ancillary flows of data to support JFI's activities.

(c) Timelines for Project Outcomes

To maximize the efficiency of the project and ensure timely completion, many of the outcomes will have concurrent timelines. This will be facilitated by the separate partner project staff members and vendors working on each of the partner components. The Project Manager will ensure collaboration during the component development phase.

Outcome 1: Develop and establish a data warehouse and reporting system to house P-20 data sets and link to workforce LDS data sets, as well as procedures and policies to oversee, safeguard, and maintain the warehouse.

(June – December 2010)

The specific institutional and physical location of the data warehouse will be determined within the first six months of the grant award.

(June 2010 – June 2011)

The final architecting and creation of the systems associated with and housed by the Center will be completed by the end of Year I of the grant. The upload systems and views housed in MSDE systems will be completed during that time period. The P-20 LDS Center architecture will be scalable and flexible. Additional data components such as Health and Human Services, Corrections, etc. can be added as needed.

All procedures and policies will be developed during the first grant year in concert with the development of the system architecture discussed above. These procedures will be in use at the LDS Data Center as soon as that system becomes operational.

The key reports will be developed during the course of Year I (2010-2011). Rules and procedures for ad hoc data requests will also be established during this period.

(June 2011 – June 2012)

During Year II, the system will be constructed and testing of systems and data quality will take place. “Defined reports” will be produced and reviewed in Year II of the grant during the system development phase and will be widely available when the system becomes operational. The system for report development will be established during Year II of the grant.

The plan to build the capacity of key stakeholders to effectively use data or improve educational outcomes will be implemented during the three-year grant period. The plans for capacity building will be completed in Year I (2010-2011) and the training will begin during Year II in order to prepare the stakeholders to use the system effectively as soon as it is operational.

(June 2011 – June 2013)

Appropriate system integration of MSDE, MHEC, DLLR and the P-20 LDS Center will be completed in Years II and III. The data warehouse, including all ancillary systems within the center and at the agencies, will be fully operational in Year III of the grant.

Outcome 2: Develop a data submission system that supports the linkage and interoperability to the P-12 and workforce data systems. This outcome will be accomplished

with a series of milestones to provide the contractual services necessary to supply the resources to accomplish both postsecondary outcomes.

(June-October 2010)

The first milestone of two anticipated contractual needs is to obtain a full-time site project manager for the duration of the contract. This is necessary to insure success of the postsecondary developer's contract and to provide State required oversight.

(October 2010-May 2011)

The second milestone will be to secure a second contract for a developer of an expanded postsecondary system. Both of these contracts must follow State procurement standards and State requirements for oversight for Major Information Technology Development Projects.

(May – September 2011)

The third milestone will be the first deliverable from the developer. The State will require the developer to examine the systems used in selected and comparable states to Maryland. This is an important part of the process as there is a lack of national guidance on what constitutes a model State postsecondary system, especially at a detailed system level. Since most State postsecondary systems were developed over long periods, each has unique requirements that were established to meet specific State needs. This environment is considerably different from the P-12 initiatives more recently undertaken and postsecondary does not have national guidance or standards available as does the P-12 system. The federal reporting requirements also reflect the differences in the types of data collected and the methodologies used. Postsecondary uses the IPEDS graduation rate survey methodology and does not have the same data for student exit points used in the P-12 system. Since Maryland's postsecondary system has been in operation for over 30 years, this review, in conjunction with the data needs prescribed by the P-20 system, is vital to guiding the future direction of the system. The review will include discussions with the various postsecondary segments to provide perspectives on both how and what data needs should be expanded. The deliverable will be a report to the Maryland Higher Education Commission which will include recommendations on how the Maryland postsecondary system should be modified to meet the future demands for P-20 data while reducing the overall cost to collect and maintain it.

(September 2011 – June 2012)

The fourth milestone is to provide an institutional Web Portal that will securely transfer the information and perform data validation. The basic design of the system is expected to follow the methodology used in USDOE IPEDS to allow minimal retraining of institutional providers. The contract will include training of the institutional personnel regarding data requirements and the submission process as well. The new submission tool will provide submission of data in multiple formats including extensible markup language (XML). The process will include tools for the MHEC staff to monitor, validate, and hold data in the collection system until data is released to the postsecondary warehouse for retention and use.

(March 2011 – March 2012)

The fifth milestone will provide a grant funding stream to postsecondary institutions. The grant program to institutions will be developed and administered by MHEC directly and not by the

development contractor. Its main function will be to provide institutions funds to expand their system to collect, maintain, and report to MHEC the data required in the expanded postsecondary system. The most important component is the collection of the P-12 unique identifier from transcripts. This is the key to establish the linkage from social security numbers used as identifiers in the current higher education data system to the P-12 student identifier necessary for the development of the P-20/Workforce system. Postsecondary institutions will also be required to produce additional data submissions to provide data needed for federal reporting. The reporting of the postsecondary enrollment and success data (new two-year federal period) are two of the expanded data submissions and are required by the State Fiscal Stabilization Fund Assurances.

Outcome 3: Develop a postsecondary system that supports the linkage and interoperability to the P-12 and workforce data systems. This outcome results in the complete development of a postsecondary system moving data from the institutional data collection system into a postsecondary warehouse system and then subsequent delivery and integration of selected postsecondary data to the P-20/Workforce system. It will contain two major milestones or deliverables:

1. MHEC Data Warehouse for postsecondary education
2. Data Submission capabilities to P-20/Workforce system

Each of the last two deliverables by the development contractor will include design, development, and implementation phases. It is expected that a large part of the design for deliverable 2 will occur in the development of deliverable 1 to insure data integrity through process.

(July 2012 – June 2013)

The first deliverable is the MHEC Data Warehouse for postsecondary education. This will function as an analysis, secondary verification level, and staging area for data for the P-20/Workforce system. This deliverable will need to consist of a main longitudinal data base, an internal web portal for processing control and analysis, and reporting tools for MHEC postsecondary research requirements. These needs are for policy research, planning, accountability, educational improvement studies, and review of state programs including financial aid. The data is retained within this system until the selected data, as determined by the P-20/Workforce system, is submitted to it. One of the tasks will be to have a legacy data conversion tool to bring forward the 30 year investment in higher education data for postsecondary needs in addition to P-20 needs.

(July 2012 –June 2013)

The second deliverable is the ability to provide the interface to the P-20/Workforce system. This may be evolving in parallel to the P-20/Workforce system and therefore their development is deferred until the end of development (and contract period). Consideration will need to be given to the data verification process of the P-20/Workforce system and how this will be integrated between the two systems.

Outcome 4: Plan and implement student/teacher data linking and teacher effectiveness data capture/reporting within the MLDS.

Plan and implement student teacher data linking:

MSDE will have a contract in place from our previous grant award to be able to proceed with this work immediately. Currently, this outcome is an unfunded component of the existing contract and was planned in this manner due to the lengthy state procurement process. The selected contractor will be working on the components that are funded with our previous grant award that was defined in a modular approach to prevent any redundancy of effort and cost. The contract being in place will allow MSDE to move forward quickly in completing this component. A new data collection will be designed, developed, and implemented within the existing data collection framework of MSDE's Web Data Collection System (WDCS). The MLDS Project team will be completing this work along with approximately four local school systems who will serve as pilot sites.

Teacher effectiveness data capture and reporting: This work entails the enhancement of the teacher certification data collection process to include key data elements that will result in meaningful analyses of teacher preparation programs and teacher effectiveness in public school systems in Maryland. These new elements, not currently captured, would be used to support a direct connection from teacher preparation and experience in high and low poverty schools with student achievement (Outcome #4) and to assure that all teachers of record are highly qualified. This system modification, with newly defined elements, would allow Maryland to analyze data to measure improvement in teacher preparation and student achievement as well as present a historical view of teacher recruitment, retention, and certification. The MLDS Project Team and the data owners, as well as subject matter experts of the Educator Information System, will be completing this work.

(June – December 2010)

A new data collection will be defined to include the unique teacher identifier, standardized course codes, sections, and classes along with the student population enrolled in that course, section, and class utilizing the Secondary School Course Classification (SCED) model for secondary schools. This grant request will capture the teacher identified by course, section and class and all student members of that unique unit. During this time period, Joint Application Design sessions will occur to define the specific requirements for capturing these data with our contractor and subject matter experts that are part of the MLDS Project Team. The new collection will be designed and developed within the existing data collection framework of MSDE's Web Data Collection System (WDCS). A procurement RFQ will be drafted to obtain the technology services for the teacher effective web portal and reporting for the MLDS.

(January - March 2011)

Testing of the new student/teacher data collection will occur during this time period. Training of internal stakeholders will begin prior to the beta testing of the product. A train-the-trainer approach, utilizing webinars, will occur to train a sampling of local school system personnel (four local school systems) to test the product for the collection of the new data.

The procurement process for the teacher effectiveness web portal and MLDS component will be completed. New standard reporting processes to provide data for internal and external

stakeholders will be designed as well as a public web portal for stakeholders to access teacher preparation and effectiveness information within the existing Educator Information System web portal.

(April – June 2011)

During this time period, the data capture product will be finalized. External stakeholders will be trained to access and use reports within the MLDS. Four local school systems (LSS) and a total of 16 schools will be trained on the MLDS reports in the training center at MSDE. LSSs will provide feedback during the training session.

The public portal for stakeholders to access teacher preparation and effectiveness information will be developed. Standard reports to support compliance with Title I and Title IIA will also be developed as well as new reports that provide data on teacher preparation and effectiveness.

(July – August 2011)

During July and August, 2011, training for all local school systems and school-level personnel utilizing webinars will be provided. The final implementation and rollout of the student/teacher linking outcome within the MLDS will be scheduled. The public portal for stakeholders to access teacher preparation and effectiveness information will be tested as will the standard reports to support compliance with Title I and Title IIA. New reports that provide data on teacher preparation and effectiveness will be tested. The public access web portal for the teacher certification and teacher effectiveness component of the MLDS that provides transparency to the public will also be tested. Reports that provide data on teacher preparation and effectiveness will be implemented.

Outcome 5: Link databases for student-level data for special education, early childhood, and career/technology to the MLDS. State programs for special education, early childhood and career/technology education will be linked. MSDE will have a contract in place from our previous grant award that will allow us to proceed with this work immediately. Currently, this outcome is an unfunded component of the existing contract and was planned in this manner due to the lengthy state procurement process. The contractor will be working on the components that are funded with our current grant award defined in a modular approach to prevent any redundancy of effort and cost. This work will be completed by the MLDS Project Team and data owners, subject matter experts for each of the databases and approximately four local school system personnel. The work entails the creation of a view that sits on top of each of the databases to be linked to the MLDS. The view allows column and row control of the data points to be included within the MLDS. A control table will have to be created within each database to allow the release of the data to the MLDS upon completion of the operational and quality assurance processes within each database. The control table allows the necessary version control and release of the final data to the MLDS. Full vetting of the data within the early childhood, special education and career/technology databases must occur prior to the release of the data to the MLDS. The linkages would not be real time but occur on a periodic timetable that concurs with the completion of the operational and quality assurance processes.

(June 2011 - September 2011)

During this time period, the elements to be included in a view that sits on top of the early childhood, special education and career/technology databases that facilitates the linking to the MLDS via the unique student identifier will be defined. Policy questions will be defined that will be answered by incorporating these data into the MLDS.

(October 2011 –January 2012)

Each separate view for the early childhood, special education and career/technology databases will be defined and developed. New reports that present these data and answer policy questions will be developed. Existing reports will be modified to include program participation and additional pertinent information relevant to each program.

(February– April 2012)

The linkages to all three databases and the new components of the MLDS, along with the reports, will be tested. Efforts will be made to ensure that policy questions have been answered appropriately and presented in a clear, articulate manner. Training will be provided to all stakeholders for the new components of the MLDS. The new components of the MLDS for early childhood, special education, and career/technology education will be implemented.

Outcome 6: Upload or Link Workforce data into the P-20 MLDS Data Warehouse at the individual student level

(June 2010 – May 2011)

All policies and procedures for the linking (or uploading) of workforce data to the MLDS Center will be established during Year I.

(June 2011 – May 2012)

Starting in Year 2, JFI will participate in the testing and data assurance activities with the MLDS Center.

(June 2012 – May 2013)

Beginning in Year 3, the data linkage to JFI will be fully operational and will feed data into the Center.

Outcome 7: Establish, with workforce agencies in other states and with the federal government, MOU's for data sharing and create regular data flows from those agencies into Maryland data systems.

(June 2010 – May 2011)

All MOU's will be in place and discussions of specific data flows will be ongoing by the end of Year 1 of the grant.

(June 2011 – May 2012)

Pilot data downloads will be collected during Year 2, and data exchange specifications will be finalized.

(June 2012 – May 2013)

All data flows will be routinely made beginning in Year 3.

(d) Project Management and Governance Plan

As the entity responsible for the submission and execution of the project, MSDE will assume responsibility for the approval and oversight of project activities. The State Superintendent of Schools, Dr. Nancy S. Grasmick, assisted by the heads of the three other partner agencies, will be briefed on project progress and will take all necessary steps to ensure that the project is kept on track and within budget. Governor Martin O'Malley fully supports this project. **Appendix D** presents the letters of support from the Governor and all involved agencies.

There are seven outcomes for this project based on the work projected by the four collaborating partners who have committed to a plan to complete development of a Maryland Model for a P-20/Workforce longitudinal data system. The four entities participating in the proposed project are:

1. **The Maryland State Department of Education (MSDE)** whose outcomes are focused on the completion of the DQC and America Competes components for the P-12 data system;
2. **The Maryland Higher Education Commission (MHEC)** whose outcomes are to upgrade its legacy-based platform collection system to meet the requirements of postsecondary systems;
3. **The Jacob France Institute (JFI) of the University of Baltimore**, acting in partnership with the **Department of Labor, Licensing, and Regulation (DLLR)** whose outcomes are to develop the workforce linkage and update data collections as required and;
4. **The University System of Maryland (USM)** that will facilitate linking the above systems to build the P-20/Workforce longitudinal data system and implement the Maryland Model.

These partners have been discussing this work for many months, and formed a cohesive group in the summer of 2009 to draft a plan which was submitted to the Governor in September. The funding for this initial work was and continues to be in-kind contributions of existing staff. While the partners in this application represent four agencies, the workgroup that conceived of the plan included diverse representation from the four listed previously as well as the Maryland Association of Community Colleges (MACC), Maryland Independent Colleges and University Association (MICUA), St. Mary's College, Morgan State University, and others. Their involvement is crucial to the success of the project.

The project will be overseen and managed at four key sites by LDS Teams with overlapping members and diverse representation, known collectively as the Grant Project Team. These team members have expertise in the specific areas germane to the project and include staff at the Secretary, Chancellor, Deputy Superintendent and Assistant State Superintendent level. The team will be called on to provide guidance and input in their areas of expertise as well as interact and collaborate to facilitate engagement in the project activities and goals. Maryland's on-going collaborative relationship with staff in various roles in the school systems and a variety of other stakeholders is independent of the proposed project, but continues to serve well as a key vehicle to enhance stakeholder involvement and input.

The contractual Grant Project Manager will be assigned to the Division of Accountability and Assessment within MSDE, and will coordinate the activities of the Grant Project Team. The

Grant Project Manager will maintain the complete master project plan and provide a schedule of required reports, conference calls and meetings with MHEC, JFI/DLLR and MLDS Center site Project Managers to ensure each component of the project remains on time, within budget, and results in a high quality and functional component. The Grant Project Manager will facilitate task completion, schedule adherence, daily status, and effective communication. Detailed task planning and management for each outcome will include defined deliverables, resource assignments, task estimates, schedules, dependencies, and project milestones. The Site Project Managers will track weekly progress against the plan, reporting status, and variance to the Grant Project Manager. Addressing any variances early is critical to the success of the project in order to avoid major impact on project schedule and cost.

The Grant Project Team will meet monthly, (more often when needed) to be apprised of progress, risks, and to propose solutions to any issues that have developed. Monthly project status reports will be submitted by Site Project Managers prior to these meetings to include: project schedule, accomplishments, milestones completed, issues requiring attention, recommendations to resolve issues, plans for the next reporting period, and project change control summary. Finally, a quarterly newsletter on project status will be generated collaboratively by the site Project Managers and the Grant Project Manager and posted on MSDE's website.

The Grant Project Manager will work closely with the project manager of the current P-12 grant and require regular reports to ensure non-duplication and coordination of the two grants.

Under SFSF, the MSDE Project Manager will coordinate the required quarterly reporting for ARRA and also post updates and progress reports on the projects on MSDE's website (www.marylandpublicschools.org/msde).

The overall design of this project follows a logical, top-down sequence of activities and tasks structured to finish the construction of the Maryland LDS and to articulate and implement the processes needed to maximize the utility of the system. The project began with a comprehensive review of the state's policy questions and a re-alignment of data requirements to ensure that the Maryland LDS can be used to improve teaching and learning. Based on the plans and requirements developed through the strategic plan, the grant team will plan and write requests for proposals (quotations) to obtain the services of highly skilled technology vendors that have a proven track record with other states in designing and developing state longitudinal systems. Vendor mandatory requirements will be explicit in requiring the necessary experience and skills technically, in addition to educational PreK-20 experience. The procurements will be designed as deliverables based on the full complement of steps performed in the System Development Life Cycle (SDLC). This methodology has been very successful with other projects where the state has procured the services of a vendor to perform the necessary work.

The ten SDLC phases that will be employed are:

1. Initiation Phase
2. System Concept Development Phase
3. Planning Phase
4. Requirements Analysis Phase
5. Design Phase
6. Development Phase
7. Integration and Test Phase
8. Implementation Phase
9. Operations and Maintenance Phase
10. Disposition Phase

SDLC Phase 1 and Phase 2 above have been completed by the Grant Project Team through the vision definition that Maryland has developed. Each step of the SDLC must be followed by the vendors for each outcome defined, beginning with the Planning Phase through the Disposition Phase. These efforts are collaborative with staff personnel, the Grant Project Team and local school systems and institutions of higher education. The vendor will be required to deliver documented requirements resulting from the requirements gathering and collaboration efforts with all stakeholders. Requirements will be fully vetted prior to any design and development work by the Grant Project Team. Design requirement documents delivered by the vendor must be approved by the relevant agency as well as MSDE prior to any development work beginning. Once a beta version of the product has been delivered to the Grant Project Team, testing of the product by site in-house staff will begin. Upon successful completion of in-house testing, a sampling of stakeholders from our local school districts, schools, institutions of higher education and researchers will be asked to test the product with oversight by the vendor and Grant Team personnel.

Once the system is operational, the Grant Project Team will cede responsibility for governance of the Maryland P-20 LDS Center to the P-20 Center Governing Board. This Board will be led by the State Superintendent of Schools, Secretary of Higher Education, and the Secretary of the Department of Labor, Licensing and Regulation. Its membership may also include additional State leaders and research professionals as determined by the Governor or Legislature. The Board's key functions will include: general oversight, overseeing the existing policy agenda and developing new policy questions, reviewing research requests and setting policies for ad hoc data requests, and ensuring policies for FERPA compliance are appropriate, in place and followed. Additionally the board will work in conjunction with State-level agencies to ensure ongoing articulation of systems at the agency level with those at the MLDS Center level.

(e) Staffing

Grant Sponsor/Project Director. The Project Director is **Dr. Leslie Walker Wilson**, MSDE Assistant State Superintendent for Accountability and Assessment. Dr. Wilson will assume ultimate responsibility for the successful completion of the proposed project and provide 20% of her time in each year of the project. **Grant Project Team member**

Functional Requirements Facilitator P-12. The Functional Requirements Facilitator is **Janice Johnson**, Chief of the Accountability Branch in MSDE's Division of Accountability and Assessment. She will be responsible for defining the requirements of the project and writing the RFQ to procure all required contractor services. She will also coordinate and monitor participation in contractor meetings and ensure that essential departmental staff is involved in design and decisions. Ms. Johnson will provide 40% of her time each year of the project.

Grant Project Team member

Functional Requirements Manager P-12. **Doug Strader** will serve as Functional Requirements Manager. In his current role as Section Chief, Accountability, he is responsible for the design and implementation of all data collections. Mr. Strader will continue this responsibility as new data collections are added and current data collections are modified. Mr. Strader and his staff will play key roles in defining the requirements for the automated data editing and verification processes. He will serve as a key member of the MSDE Data Management Team for the project. Mr. Strader will provide 20% of his time each year of the project.

Technical Coordinators P-12 (2). The Technical Coordinators provide expertise to the contractors in the structure format and design of Maryland's current systems and will work closely with the contractors to maintain the integrity of the current systems while facilitating the development of the LDS. **Mike Pautz**, Section Chief of Information Management, and **Timothy O'Quinn**, Education Program Specialist, both in the Division of Accountability and Assessment, will serve as Technical Coordinators for the project. Mr. Pautz will provide 20% and Mr. O'Quinn will provide 10% of his time for each year of the project.

Technical Support P-12. **Marc Allen**, Data Base Administrator Supervisor will provide additional technical support as required for specific data collections and applications. Mr. Allen will provide 15% of his time each year of the project.

Quality Assurance Specialists P12 (2). **Mike Pautz**, Section Chief of Information Management and **Timothy O'Quinn**, Education Program Specialist, will provide the necessary expertise and assistance to the contractor to implement the effective data validation and cleansing edits to ensure data quality. They will also design reports to be used by programs and school systems to evaluate and verify the accuracy of data prior to final linking of the data to the MLDS. Mr. Pautz will provide 20% and Mr. O'Quinn will provide 10% of his time each year of the project.

Subject Matter Experts P-12 (5). The six subject matter experts named in the budget narrative each have extensive experience and expertise relative to various programs and data collection requirements. These experts will be key to the efficient identification of needed data elements, data edits and validation reporting necessary to meet federal reporting requirements as well as program reporting needs. The following five subject matter experts each year of the project are listed: **Sally Slade** 10%; **Brenda Muir** 15%; **Laia Block** 15%; **Kathy Donithan** 15%; **Elizabeth Mangano** 15%.

Special Education Executive. Dr. Carol Ann Heath is the Assistant Superintendent Special Education and Early Intervention. She will continue to serve on the LDS Leadership Team. Dr. Heath will also serve as the executive responsible for the integration of the Special Education Data warehouse into the LDS and inform additional project activities. Dr. Heath-Baglin will provide 5% of her time each year of the project.

Early Childhood Executive. Dr. Rolf Grafwallner is the Assistant Superintendent for the Division of Early Childhood Development. He will serve on the LDS Leadership Team as the executive responsible for the integration of the early childhood data within the MLDS. Dr. Grafwallner will provide 5% of his time each year of the project.

Functional Requirements Facilitator –Early Childhood. The Functional Requirements Facilitator for early childhood is **Phil Koshkin**, Program Manager. He will be responsible for defining the requirements to build the view, link to the early childhood data, and report from the MLDS. Mr. Koshkin will provide 5% of his time each year of the project.

Career and College Readiness Executive. Katharine Oliver is the Assistant Superintendent for the Division of Career and College Readiness. She will serve on the LDS Leadership Team as the executive responsible for the integration of the career and college readiness data within the MLDS. Ms. Oliver will provide 5% of her time each year of the project.

Functional Requirements Facilitator –Career and College Readiness. The Functional Requirements Facilitator for career and college readiness is **Patricia Mikos**, Program Manager. She will be responsible for defining the requirements to build the view, link the career and technology education student data and report from the MLDS. Ms. Mikos will provide 10% of her time each year of the project.

Teacher Certification Executive. Jean Satterfield is the Assistant Superintendent for the Division of Certification and Accreditation. She will serve on the LDS Leadership Team as the executive responsible for the integration of the teacher program preparation and effectiveness data within the MLDS. Ms. Satterfield will provide 5% of her time each year of the project.

Functional Requirements Facilitator –Teacher Effectiveness. The Functional Requirements Facilitator for teacher effectiveness is **Joann Ericson**, Certification Branch Chief within the Division of Certification and Accreditation. She will be responsible for defining the requirements to build the view, link the teacher effectiveness data, and report from the MLDS. Ms. Ericson will provide 10% of her time each year of the project.

Documentation Specialist. Challis Breithaupt is the EDEN/EdFacts Coordinator and a Project Manager in the Division of Accountability and Assessment. She will continue to serve on the Leadership Team and will be responsible for maintaining all documentation related to the LDS system, including business rules and governance. Ms. Breithaupt will provide 15% of her time each year of the project.

Grant Project Manager P-20. The Grant Project Manager will be hired via a contract. He/she will facilitate and coordinate all grant activities, including communication and reporting between IES and Maryland's team. The Grant Project Manager will also engage in hands-on management of activities related to each objective including task completion, schedule adherence, up-to-date status, and effective communication. The Grant Project Manager will be responsible for coordinating activities from the individual site Project Managers for the MHEC and USM components of this project. Detailed task planning and management will include defined deliverables, resource assignments, task estimates, schedules, dependencies, and project milestones. The Project Manager will track weekly progress against the plan, reporting status, and variance to the management and stakeholders on a regular basis. The Project Manager will be responsible for all ARRA reporting requirements and provide 100% of his/her time each year of the project. **Grant Project Team member**

Chief Information Officer P-12. MSDE's Chief Information Officer, **Sidney Drake**, will provide expertise and technical guidance as to the integration of information systems and hardware configuration. Mr. Drake will be responsible for coordinating activities with local school system chief information officers. Mr. Drake will provide 5% of his time each year of the project.

Postsecondary Project Director. The Project Director for the postsecondary component of the project is **Charles Benil**, Chief Information Officer and Postsecondary System Coordinator. Mr. Benil will function in the role of technical project manager for postsecondary and have responsibility for the successful completion of the higher education data component. He will provide senior level expertise and guidance on information systems technical issues. His time commitment is 35% each year of the project. **Grant Project Team member**

Executive Project Sponsor PS. Dr. George Reid, Assistant Secretary Academic Affairs, will be responsible for oversight, directing resource allocation, and major issue resolution. Dr. Reid will also provide senior policy direction for the postsecondary project component of the project as well as decisions involving data acquisition. The time commitment is estimated at 5%.

Postsecondary Technical Specialists (2). The two technical specialists will provide support for the existing system while participating in the new postsecondary system. These experts will be defining the requirements for the automated data editing and the validation processes necessary to meet postsecondary IPEDS federal reporting requirements as well as postsecondary needs. They will ensure integrity of the data as it is moved into the new system.

Mrs. **Robyn Brayton**, Senior Systems Specialist, will provide expertise for the development of the new system. In this role, she will provide guidance to the contractor for the requirements and design of the system. Mrs. Brayton will commit 25% of her time to the project each year.

Mr. **Alex Robertson**, Systems Specialist, will provide expertise for the development of the new system. He will provide system requirements, data element information and reporting needs for the new system. His time commitment is 15% each year of the project.

Postsecondary Subject Matter Expert. Dr. Danette Howard, Director Research and Planning, will provide expert advice concerning the data content needs and definitions for the new system. In this role, she will be providing review of the system to align its capabilities with data needs to address postsecondary policy decisions. She will have a major role in deciding on new data needs to support analytical studies to support policy decisions. Dr. Howard will devote 10% of her time each year of the project.

Postsecondary Site Project Manager. The Site Project Manager will be obtained through contract to ensure that the higher education component of the project remains on schedule, within budget and completes all designated deliverables. The Project Manager will be the primary coordinator of the postsecondary component of the project, including communicating and reporting to the P-20 Project and the Grant Manager for P-12. The Postsecondary Site Project Manager will also engage in hands-on management of activities related to each objective including task completion, schedule adherence, up-to-date status, and effective communication. Detailed task planning and management will include defined deliverables, resource assignments, task estimates, schedules, dependencies, and component milestones. The Postsecondary Site Project Manager will track weekly progress against the plan, reporting status and variance to the management and stakeholders on a regular basis. **Grant Project Team member**

Executive Project Sponsor, University System of Maryland (USM). Dr. Ben Passmore, as Director of Policy Research and Analysis for the University System of Maryland, will provide oversight, direct resource allocation, and will be responsible for major issue resolution. Dr. Passmore will also provide senior policy direction for the USM component inclusive of decisions involving research policy questions. Dr. Passmore will devote 5% of his time each year of the project. **Grant Project Team member**

Executive Technical Sponsor USM. Dr. Donald Spicer, as Associate Vice Chancellor for Information Technology, will provide technical expertise and oversight for the P-20 MLDS Center. Dr. Spicer will be responsible for major issue resolution relating to the P-20 MLDS Center. Dr. Spicer will devote 5% of his time during each year of the project.

Technical Coordinator USM. Stan Jakubik, serves as the Assistant Vice Chancellor, Administration and Finance, University System of Maryland. Mr. Jakubik will coordinate the process for establishing the Center. Mr. Jakubik will commit 50% of his time each project year. **Grant Project Team member**

Site Project Manager USM. The MLDS Site Project Manager will be obtained through contract to monitor the project to ensure that the project remains on time and within budget. The Project Manager, USM, will be the primary coordinator for USM inclusive of responsibilities for communication and reporting to the P-20 Project and the Grant Manager for P-12. The MLDS Site Project Manager will also engage in hands-on management of activities related to each objective including task completion, schedule adherence, status, and effective communications. Detailed task planning and management will include identified deliverables, resource assignments, task estimates, schedules, dependencies, and component milestones. The MLDS Site Project Manager will track weekly progress against the plan, reporting status and variance to the management and stakeholders on a regular basis. **Grant Project Team member**

Executive Project Sponsor JFI. Dr. David Stevens as Executive Director of the Jacob France Institute, Merrick School of Business University of Baltimore will provide oversight, direct resource allocation, and be responsible for major issue resolution for the workforce component of the P-20/Workforce System. Dr. Stevens's expertise will be obtained through a contract.

Grant Project Team member

Researcher/Statistician JFI. Ms. Treva Stac, a researcher and statistician for the Jacob France Institute, will conduct various education research studies and outcome evaluations using advanced statistical methods. She will develop appropriate statistical methodology and data analysis for the workforce data component. She will formulate new ideas for research design and reports related to workforce data. Ms. Stack's expertise will be obtained through a contract.

Data Base Manager JFI. Mr. John Janak, as the data base manager for the Jacob France Institute, will work in partnership with the Maryland Department of Labor, Licensing and Regulation (DLLR), Maryland Department of Business and Economic Development, Maryland Department of Human Resources, Maryland Department of Education, The University of Maryland, and the Annapolis Data Center to exchange and retrieve data to fulfill the Institute's research directive and ensure that the linkages to the P-20/Workforce data base are implemented accurately and securely.

Project Narrative

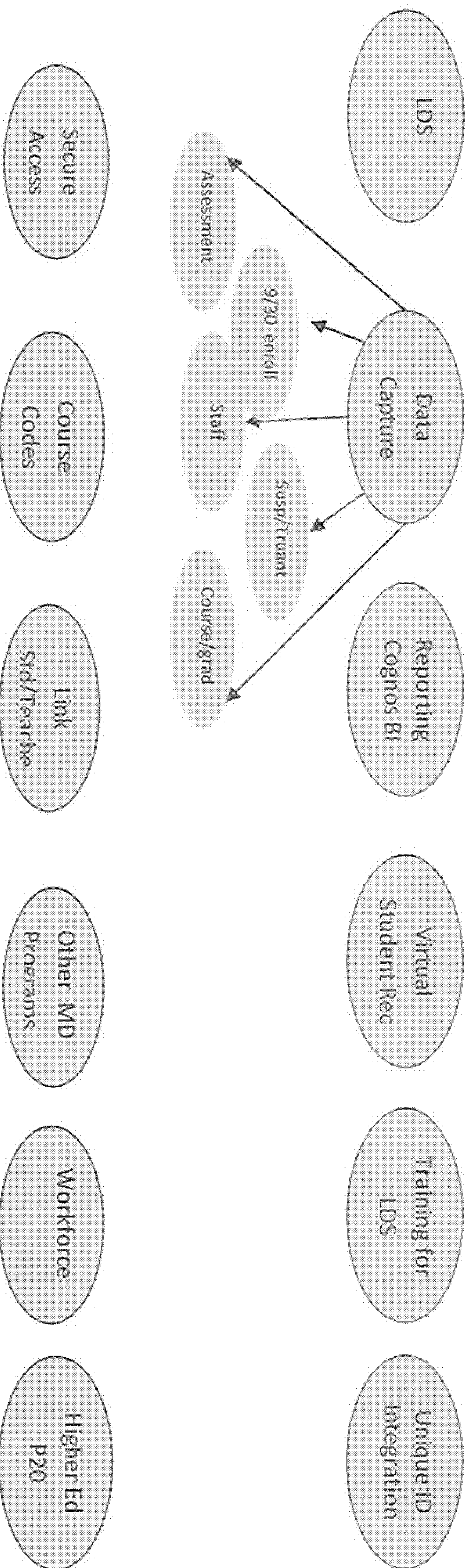
Project Narrative - Appendix A, Optional Attachments

Attachment 1:

Title: **MLDS Appendix - A** Pages: **13** Uploaded File: **C:\Documents and Settings\mszczepaniak\Desktop\MLDS Grant 2010\MLDS Appendix - A.pdf**

Appendix – A

Maryland's Enterprise Longitudinal Data System Components



Policy Questions Matrix

For each stage of education and then in the workforce a set of specific policy questions has been developed. The policy questions are divided into: High School Readiness, High School Success and College Readiness, Post-secondary Access and Success, and Workforce Success (General and Teachers). They appear in the matrix below. In addition the data needed from each segment level is noted. With each data element a parenthetical note follows, which indicates the status of that data element at the state level in Maryland. The first indicator notes whether the data element is currently available in a state level agency data system, the second the relative cost to include such an element in the LDS data, and the third the likely date that such an element could be included).

High School Readiness

Policy Questions	Individual Level data Needed - Element (availability/cost/time)		
	P-12 data	Post-secondary data	Workforce data
<ol style="list-style-type: none"> 1. Are students academically prepared for high school? 2. What are the academic, social or background risk factors for students to not succeed? 3. Are student meeting grade-level benchmarks on state standards? 4. Have students taken the coursework to prepare them for the entry-level high school coursework? 5. How does academic preparation for high school vary among 8th grade students of different backgrounds? 6. What is the relationship between students' academic preparation leaving middle school and their success in high school courses? 7. What proportion of the students who enter elementary school maintain continuous enrollment and complete high school in a timely manner? 8. What students are being lost in the transition between middle and high school? 	<ul style="list-style-type: none"> • Student level enrollment data to track mobility and attrition (yes/low/2011) • Student level demographic and program participation data including race/ethnicity, poverty status, language status, and geographic location (yes/low/2011) • Student level state test data of students entering high school (yes/low/2011) • Information on untested students and reasons why test data unavailable (yes/low/2011) • Student level course-taking and course completion data which indicate participation and performance (particularly in "rigorous" courses such as algebra prior to high school) (no/high/2011) • Linking element between Principal, Teacher and Student Data (no/high/2011) 		

High School Success and College Readiness

Policy Questions	Student Level data Needed - Element (availability/cost/time)		
	P-12 data	Post-secondary data	Workforce data
<ol style="list-style-type: none"> Are students academically prepared to graduate high school and enter college? What percentage of HS graduates who go to college take remedial courses? Have students taken the coursework to prepare them to succeed both in terms of years of study and level of coursework? How does academic preparation vary among high school students and graduates of different backgrounds? Are students meeting state standards, end-of-course criteria and end-of-high school requirements? What proportion of the students who enter 9th grade maintain continuous enrollment and complete high school in a timely manner? What is the relationship between student's performance on State Tests and subsequent performance in first year of college What students are being lost in the transition between high school and college? Are students graduating work-ready and how is this assessed? Are students employed after high school and in what type of jobs? 	<ul style="list-style-type: none"> Student level enrollment data to track mobility and attrition (yes/low/2011) Student level demographic and program participation data including race/ethnicity, poverty status, language status, and geographic location (yes/low/2011) Student level state test data of students entering high school (yes/low/2011) Student level course-taking and course completion data which indicate participation and performance (no/high/2011) National Assessment data for admissions and placement (e.g. PSAT, SAT, ACT, AP, IB) (no/low/2011) High School GPA (no/low/2011) Information on untested students and reasons why test data unavailable (yes/low/2011) Linking element between Principal, Teacher and Student Data (no/high/2011) 	<ul style="list-style-type: none"> Student level Enrollment data (yes/low/2011) Student level demographic data including race/ethnicity, poverty status, and citizenship (yes/low/2011) Remediation data (limited/medium/2011) Student level course-taking and course completion data which indicate participation and performance (no/high/2013) Post-secondary GPA particularly after the first year (limited/low/2011) Retention data after the first year (yes/low/2011) Completion status and time to degree (yes/low/2011) 	<ul style="list-style-type: none"> Individual level employment data including type of work and wage data. (yes/medium/2011)

Post-secondary Access and Success

Policy Questions	Student Level data Needed - Element (availability/cost/time)		
	P-12 data	Post-secondary data	Workforce data
<ol style="list-style-type: none"> Are students academically prepared to enter college and complete their programs in a timely manner? What percentage of Maryland high school graduates go on to enroll at a Maryland college or university? How does the above percentage differ by race, ethnicity, and preparation? What percentage of Maryland high school graduates entering college are required to take developmental courses and in what content areas? How does placement in developmental coursework vary among students of different backgrounds (i.e., race, ethnicity, and preparation)? How likely are students placed in developmental courses to persist in college and transfer and/or graduate? How does performance in developmental course work (i.e., persistence and transfer/graduation) vary among students of different backgrounds? Are community college students able to transfer within state to 4-year institutions successfully and without loss of credit? Which students are being lost in the transition between community colleges and 4-year institutions? What are the differences in performance, retention and graduation, including time to degree, of students who initially matriculate at a Maryland community college and transfer to a Maryland 4-year institution versus those who initially matriculate at a Maryland 4-year? 		<ul style="list-style-type: none"> Student level Enrollment data (yes/low/2011) Student level demographic data including race/ethnicity, poverty status, and citizenship (yes/low/2011) Remediation data (limited/medium/2011) Student level course-taking and course completion data which indicate participation and performance (no/high/2013) Student-level community college transfer credit totals for transferring students (no/high/2013) Post-secondary GPA after the first year (no/medium/2011) Student-level Financial aid data (yes/low/2011) Retention data after the first year (yes/low/2011) Completion status and time to degree (yes/low/2011) Individual-level alumni satisfaction data (no/medium/2013) 	<ul style="list-style-type: none"> Individual level employment data including type of work and wage data. (yes/low/2011) Business satisfaction survey data (no/medium/2012)

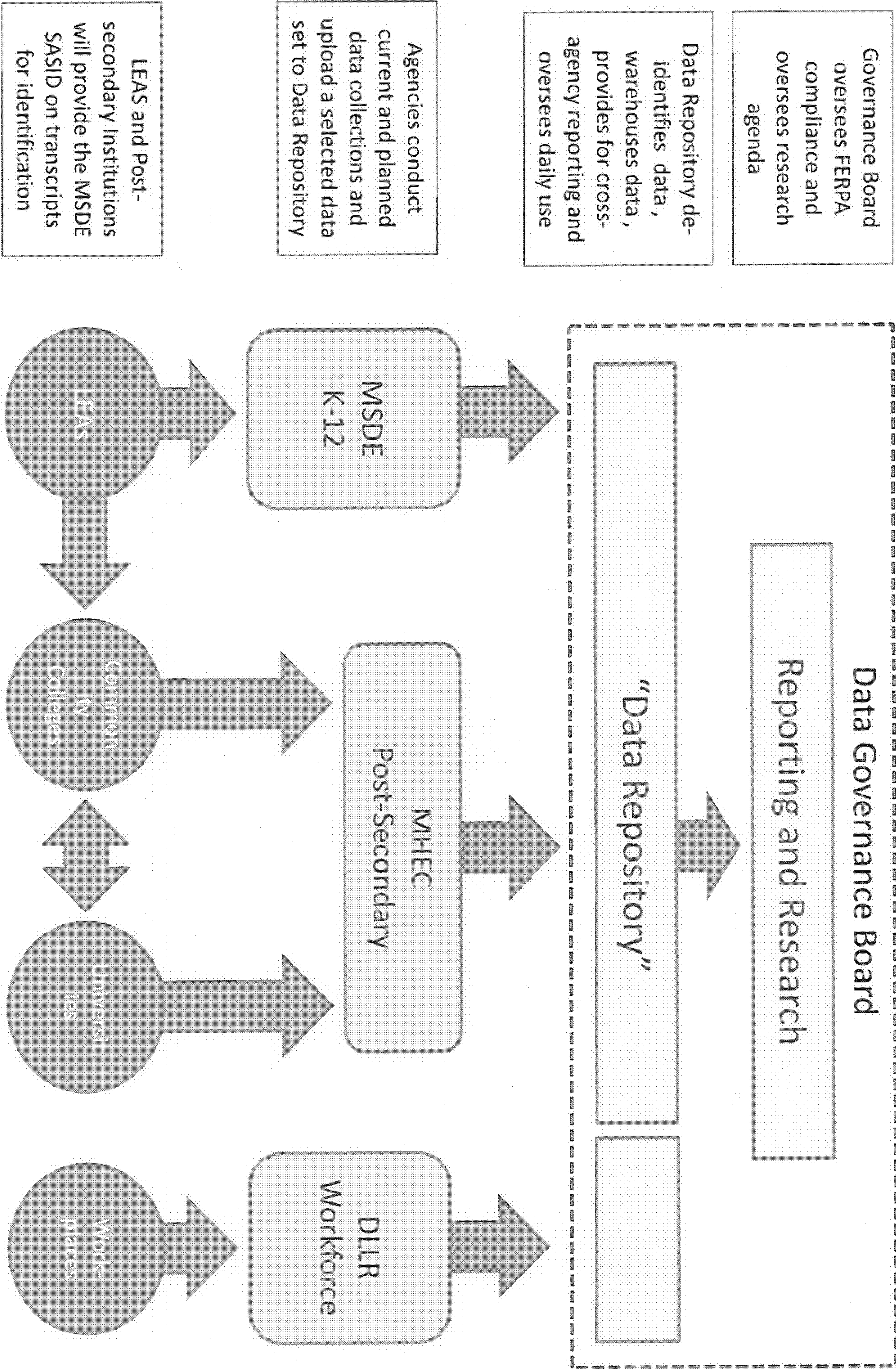
<p>11. What are the differences in performance, retention and graduation, including time to degree, of students beginning in dual enrollment programs, at 2-year institutions and at 4-year institutions?</p> <p>12. Which financial aid programs are most effective in improving access and success (i.e., retention and graduation) for Maryland students?</p> <p>13. Which 2-year institutions are allowing students to persist most effectively and either graduate or transfer?</p> <p>14. Which 4-year institutions are graduating students most effectively and in the timeliest fashion?</p> <p>15. Are graduates of Maryland colleges satisfied with the education received at their institution(s)?</p>			
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Workforce Success (General and Teachers)

Policy Questions	Student Level data Needed - Element (availability/cost/time)		
	P-12 data	Post-secondary data	Workforce data
<p>General</p> <p>1. Are students employed after high school and in what type of jobs?</p> <p>2. Are graduates of Maryland colleges employed after graduation and in what types of jobs?</p> <p>3. What percentage of Maryland college graduates work in Maryland?</p> <p>4. Are Maryland college graduates able to retain their jobs in Maryland and for how long?</p> <p>5. Are Maryland employers satisfied with the quality of graduates produced by Maryland colleges and their skill-sets?</p> <p>6. Do Maryland high school and college graduates get better jobs and better-paying</p>	<ul style="list-style-type: none"> Teacher level employment data (yes/low/2011) Student level State Test data (yes/low/2011) Linking element between Principal, Teacher and Student Data (no/high/2011) 	<ul style="list-style-type: none"> Student level enrollment data (yes/low/2011) Student level demographic data including race/ethnicity, poverty status, and citizenship (yes/low/2011) Individual level alumni satisfaction data (no/medium/2013) 	<ul style="list-style-type: none"> Individual level employment data including type of work and wage data. (yes/low/2011) Business satisfaction survey data (no/medium/2012)

<p>jobs in Maryland than graduates from and in other states?</p> <p><u>Teachers (and Principals)</u></p> <ol style="list-style-type: none"> 1. Are teachers who graduate from Maryland colleges prepared to teach Maryland students? 2. How effective is the leadership at the school level (i.e. principals) at improving the performance of teachers and students? 3. Which programs produce the highest performing teachers? 4. How does performance of teachers in the classroom vary among teachers of different backgrounds, education and areas? 5. How does performance of teachers in the classroom vary based on different backgrounds of students? 6. Which institutions are graduating teachers in the most timely fashion and in the largest numbers? 7. Are teachers satisfied with their education and their institutions? 8. Are employers satisfied with the quality of graduates and their skill-sets? 9. What factors, including student background and school leadership, impact the retention of teachers in Maryland and within each school district? 10. What factors impact the distribution of new teacher certifications among alternative paths to certification? 			
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Figure 1: The Maryland Model



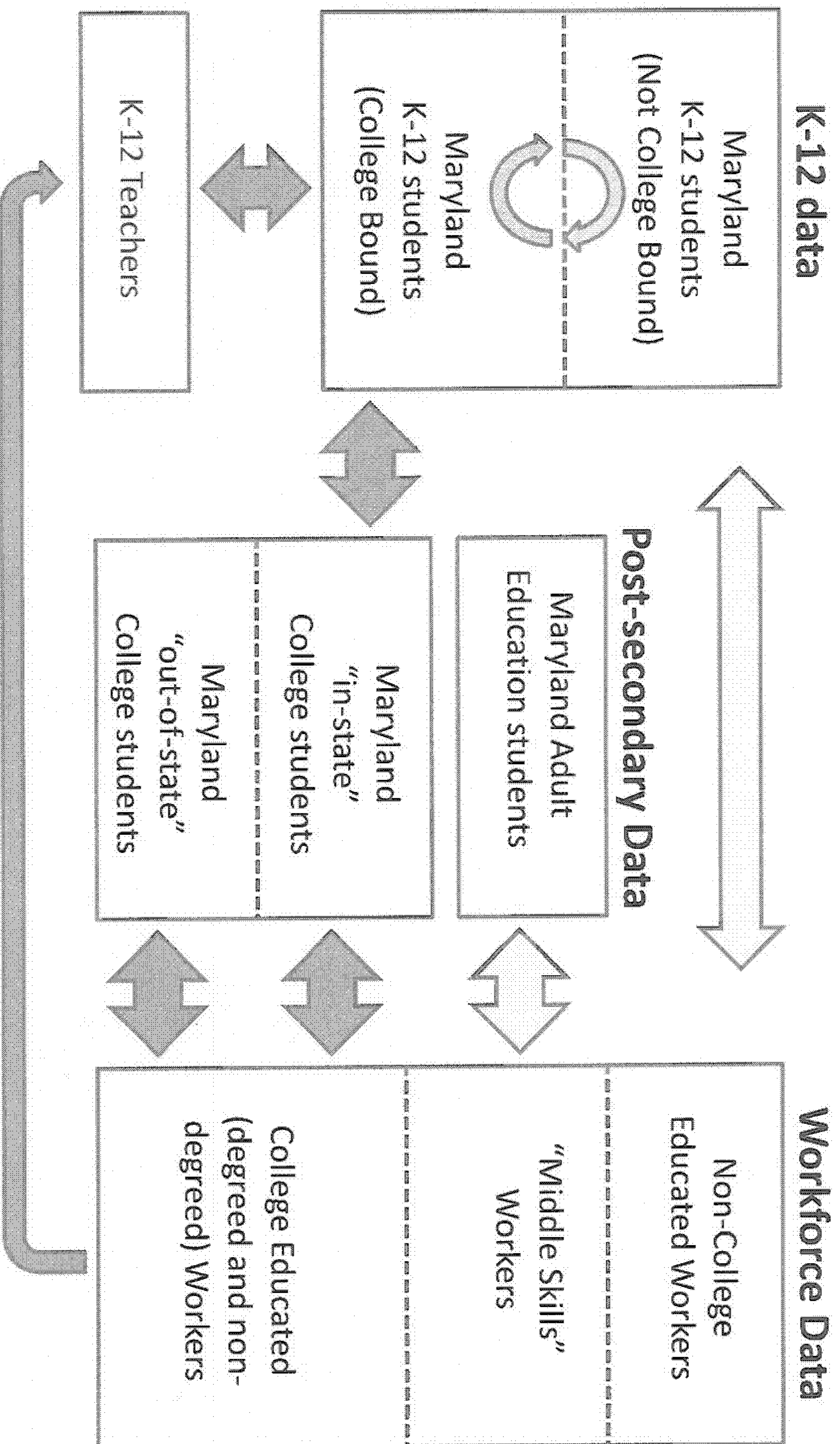
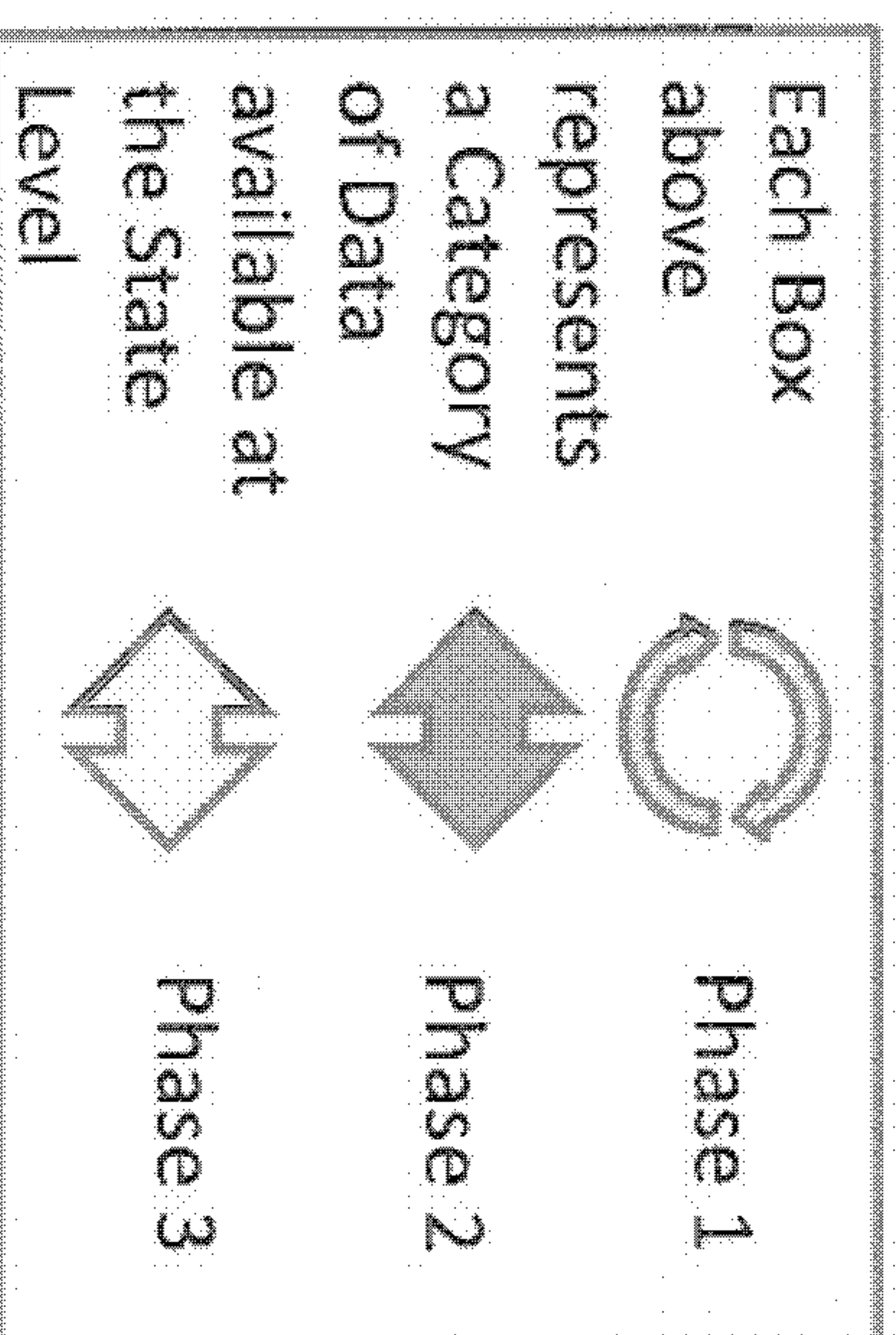


Figure 2: Phased Roll-Out of LDS



Office of the Attorney General
Maryland State Department of Education
200 St. Paul Place
Baltimore, Maryland 21202
(410) 576-6465

September 14, 2009

TO: Leslie Wilson, Assistant State Superintendent
George W. Reid, Assistant Secretary, MHEC
Charles Benil, Chief Information Officer, MHEC

FROM: Elizabeth M. Karneen, Assistant Attorney General *EMK*
Catherine M. Shultz, Assistant Attorney General

SUBJECT: FERPA and the Longitudinal Data System

We have reviewed the attached documents which describe the proposed Longitudinal Data System (LDS); the research purposes of the LDS; and the data sources for the LDS. The data sources will be MSDE K-12 student data and MHEC post-secondary student data.

It is our understanding that MSDE and MHEC will provide student data to the LDS Data Center using unique student identifiers. The LDS Data Center will hold that data in a warehouse. It will strip the data of the unique identifier and provide another. The data with the new identifier will be available for use in a wide variety of research projects by educational entities, or agents or contractors of educational entities, focused on improving instruction. The student data that will be provided for the research projects will be de-identified student data. No personally identified information or directory information will be released. It is planned that the Governor will issue an Executive Order to the relevant State agencies directing the agencies to share data for educational research purposes.

We point out that, in order to receive federal stimulus funds, the Governor had to assure the federal government that the State would develop an LDS. See American Recovery and Reinvestment Act of 2009 (ARRA) §14005. The law states, "The State will establish a longitudinal data system that includes the elements described in section 6401(o)(2)(D) of the America COMPETES Act (20 USC §9871). Almost every State is well along in developing its longitudinal data system.

You have asked several questions about the Family Education Records Privacy Act, 20 U.S.C. §1232(g) (FERPA), implications on the LDS:

- Would the combination of de-identified data and the Executive Order be sufficient to satisfy FERPA?

It is our view that the proposed data sharing by MSDE and MHEC to the LDS Data Center would not violate FERPA. FERPA allows disclosure of student records without the consent of the parent or student if "the disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions to . . . improve instruction." 34 C.F.R. §99.31(a)(6). The term *organization* includes, Federal, State, and local agencies, and independent organizations." 34 C.F.R. §99.31(a)(6)(iv).

There are two requirements that LDS Data Center must agree to in order for the disclosure to occur. We can craft a simple MOU between the Data Center, MSDE and MHEC to address these two requirements:

The agency or institution may disclose information only if:

- A. The study is conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization; and
- B. The information is destroyed when no longer needed for the purposes for which the study was conducted.

34 CFR §99.31(a)(6)(ii).

- What would the Executive Order have to say?

For the purposes of FERPA, the Executive Order can reiterate the requirements of 34 C.F.R. §99.31(a)(6): that the data sharing is for the purpose of educational research to improve instruction; that the disclosures for research will not include personally identifiable information about parents or students; and that the information will be destroyed when no longer needed. The Executive Order might also address security controls and that the operator of the Data Center will indemnify the institutions providing data for any breaches at the Data Center.

- Is the Center structure described in the documents legally feasible?

You have described the Center structure this way:

- A limited set of the total universe of available data would be uploaded in a data warehouse which would serve as the central repository for Longitudinal Data System data. This warehouse would be located in a "center" of some sort as determined through an RFP process.

- A governing board, made up of representatives of MHEC and MSDE and other stakeholders would oversee the Center, its use of data, and the development of a statewide research program regarding the data.
- The Center would serve as the source of research and evaluation of the data to improve educational programs and outcomes statewide.

Governance Overview, Draft 8/24/09.

It is our view that the Center structure is legally feasible in the context of FERPA requirements set forth above. Specifically, the initial disclosure of identifiable student records would be for education research purposes to an organization made-up of State agencies and governed by them. Subsequent disclosures to organizations doing the research would include only de-identified data which would be destroyed after it is no longer needed. We see no FERPA issues.

- Maryland's independent universities and colleges provide data to MHEC but have expressed considerable concern over their liability if their data is included in this system. What can be done to ameliorate or eliminate the liability they might incur by participating?

Maryland's independent universities and colleges provide data to MHEC pursuant to Education Article §11-105(h)(1), (2). These sections provide that the Commission "may secure, compile, and evaluate information on any matter within its authority, in the format it requires, from any person, agency, regional higher education center, or institution subject to its authority" and that the Commission "may engage in research, data compilation, and publication of reports concerning post-secondary education in the State". See also Education Article §11-105(s), providing that the Commission "shall establish a higher education information system for planning, coordination, and evaluation purposes.

The fact that MHEC, consistent with FERPA as explained above, will re-release the data without identifying information, except a unique number, which will be stripped, would seem to leave the independent institutions in the same status as they presently are. Consistent with FERPA (34 CFR §§ 99.31(a)(3) and 99.35), the independent institutions turn over the data as required by Maryland law and for audit and research purposes. Under FERPA, the MHEC may redisclose the data for any permitted purpose, including research. 34 CFR § 99.31(a)(6). That further disclosure is designed to protect students' identify and will be for educational research purposes.

If it is decided that the independent institutions need additional assurances, such assurances could be included in the Executive Order, an MOU, and/or the contract with the entity that will manage the data warehouse. Among the assurances that could be included in one of these documents are express security parameters, acknowledgement of and commitment to

FERPA and other privacy laws, and indemnification provisions or requirements.

**ADVICE OF COUNSEL NOT AN OFFICIAL OPINION
OF THE ATTORNEY GENERAL**

cc: Nancy S. Grasmick
Mike Travieso

G:/SANTIAGO/WPDATA/LIZ/ADVICE/FERPA&LongData

Project Narrative

Project Narrative - Appendix B Resumes of Key Personnel

Attachment 1:

Title: **MLDS Appendix - B Resumes of Key Personnel** Pages: **30** Uploaded File: **C:\Documents and Settings\mszczepaniak\Desktop\MLDS Grant 2010\MLDS Appendix - B Resumes of Key Personnel.pdf**

Appendix – B

Carol Ann Heath-Baglin, Ed.D.

SUMMARY: Academic background in Special Education and Marriage and Family Counseling. Has extensive experience with specialized educational, data collection and data mining, social, and health services, as well as State and federal statutes and regulations and public/private funding mechanisms for programs and services for children with disabilities, as well as their families.

PRESENT POSITION:

Assistant State Superintendent

Division of Special Education/Early Intervention Services
Maryland State Department of Education

EDUCATION:

Graduate:

• Johns Hopkins University, Baltimore, Maryland.

Doctorate of Education, 2001

• The Lindenwood College, St. Charles, Missouri.

Master of Arts, 1978.

Major area of study: Marriage, Family, and Child Counseling.

Minor area of study: Psychological Assessment.

• Coppin State College, Baltimore, Maryland.

Master of Education, 1973.

Major area of study: Special Education.

Minor area of study: Mental Retardation.

Undergraduate:

• Goucher College, Towson, Maryland.

Bachelor of Arts, 1971.

Major area of study: Psychology.

Minor area of study: Sociology.

PRIOR EXPERIENCE:

- Supervisor of Special Education/Harford County Public Schools, 7/1995 – 7/1996
- Director, Maryland Infants and Toddlers Program (Part H)/Governor's Office for Children, Youth, and Families, 11/1987-7/1995
- Specialist, Federal and State Projects/Baltimore County Public Schools, 7/1984-11/1987
- Interagency Specialist/Maryland State Department of Education, 3/1980 – 7/1984
- Regional Administrator/Maryland State Department of Education, 11/1978 – 3/1980
- Assistant Project Director/John F. Kennedy Institute, 9/1978 – 10/1978
- Coordinator, Special Education PL 94-142/Riverside County Schools, Riverside, California, 1/1978 – 8/1978
- Marriage and Family Therapist/Long Beach, California, 1975–1978
- Program Specialist/Retardation/Los Angeles County Schools, 1975–1978
- Teacher, Special Education/Los Angeles County Schools, 1972 - 1975
- Instructional Assistant/Baltimore County Public Schools, 1971–1972

PUBLICATIONS:

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- Baglin, C.A. (1994). Child care settings and targeting care for quality. In Baglin, C. A., & Bender, M. (Eds.). (1994). Handbook on quality child care for young children: Settings, standards and resources. San Diego, CA: Singular Publishing Group Inc.
- Bender, M., & Baglin, C. A. (Eds.). (1992). Infants and toddlers: A resource guide for practitioners. San Diego, CA: Singular Publishing Group Inc.
- Baglin, C. A. (1992). Implementing early intervention in a child-care setting. In Bender, M., & Baglin, C. A. (Eds.). (1992). Infants and toddlers: A resource guide for practitioners (pp. 109-124). San Diego, CA: Singular Publishing Group Inc.

- Baglin, C. A. (1992). Managing interagency resources. In Bender, M., & Baglin, C. A. (Eds.), (1992). Infants and toddlers: A resource guide for practitioners (pp. 125-152). San Diego, CA: Singular Publishing Group Inc.
- Baglin, C. A. (1991, 1992, 1993, 1994, 1995) "From the Director..." Lead article UPDATE. Baltimore, MD: A quarterly publication of the Maryland Infants and Toddlers Program
- Baglin, C. A. New directions in care for the handicapped child November/December 1982. ACCENT ON DD. Baltimore, MD: Maryland State Planning Council of Developmental Disabilities.
- Baglin, C. A. (1985). WORKING TOGETHER: Collaborative Planning for the Handicapped Child in Maryland Manual: Division of Special Education /Maryland State Department of Education

ADDITIONAL INFORMATION:

Certifications:

- Advanced Professional Certificate: Special Education
- Supervision/Administration Certificate
- Marriage, Family, and Child Counselor: Board of Quality Assurance, California Licensed, 1978 to present.

Joann H. Ericson, Ph.D.

Education

Ph.D.	1996	University of Maryland, College Park, MD Major: Professional Development
M.Ed.	1974	Towson State University, Towson, MD Major: Early Childhood Education
B.A.	1967	Mount Saint Agnes College (now Loyola University), Baltimore, MD Major: English

Summary of Qualifications

Results-oriented, high-energy, hands-on professional, with a successful record of accomplishments in education at the early childhood, elementary, and post-secondary levels in diverse settings; major strengths include strong leadership/supervisory qualifications, excellent communication skills, attention to detail, thorough knowledge of current federal and state legislative mandates, and data analysis skills

Professional Accomplishments

Represents the Maryland State Department of Education as the Northeast Regional representative on the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Certification Committee

Implements and monitors procedures and activities related to the issuance of certificates for more than 70,000 public school certificate holders and more than 100,000 certificate holders not currently employed

Routinely collects and analyzes data for comprehensive reports in response to legislative inquiries

Implemented transition from a paper-intensive work environment to a highly functional and efficient, client-oriented technology that has dramatically improved efficiency and optimized data integrity and security

Planned, developed, implemented, and institutionalized Portfolio Assessment in the College of Education, Towson State University, Towson MD

Presented at national, regional, and local conferences on a variety of topics in the areas of reading instruction, portfolio assessment, development of standards, incorporating reflective thinking in the teacher repertoire, using games to stimulate critical thinking, guiding young

children's behavior, mastery learning instructional strategies, and cooperative learning instructional strategies.

Professional Experience

Maryland State Department of Education

1999- Present	Chief, Certification
1997- 1999	Education Program Specialist, Program Approval & Assessment

Higher Education

1996- 1997	Assistant Professor, Early Childhood Education, Towson State University, Towson, MD
1989-1995	Instructor, Early Childhood Education, Towson State University, Towson, MD
1982-1985	Instructor, Division of Continuing Education, Eastern New Mexico University, Portales, NM
1974-1975	Instructor, Division of Continuing Education, Community College of Baltimore, Baltimore, MD

Private sector

1986-1988	Administrator of Curriculum, Sunset Mesa Schools, Albuquerque, NM
1985-1986	Teacher/Director of multi-age group (K-5), Sunset Mesa Schools, Albuquerque, NM

Public Sector

1988-1989	Teacher, First Grade, Rio Ranch Elementary School, Rio Rancho, NM
1979-1985	Teacher, Fourth-Sixth grades, Roswell Public Schools, Roswell, NM
1975-1978	Teacher, First Grade, Las Cruces Public Schools, Las Cruces, NM
1972-1975	Senior Teacher/Curriculum Developer, Baltimore City Public Schools, Baltimore, MD
1969-1972	Teacher 4 year olds-First Grade, Baltimore City Public Schools, Baltimore, MD

Education and Professional Certifications

May 1982	Magister Artium, Ludwig Maximilian University Munich, Munich, Germany Major: Political Science, Sociology Minor: Theoretical Linguistics
May 1986	Master in Education, Millersville University, Millersville, PA Elementary and Early Childhood Education
May 1994	Doctor of Philosophy, University of Maryland-College Park, College Park, MD Education Policy and Administration (EDPA)
May 1986	Professional Teaching Certificate – Elementary, Pennsylvania
May 1994	Administrator I Certificate, Maryland
July 2004	Administrator II Certificate, Maryland

Professional Experience

July 2005 - Present	<i>Assistant State Superintendent</i> <i>Division of Early Childhood Development</i> <i>Maryland State Department of Education, Baltimore, MD</i> Responsible for leadership and overall coordination of all programs and initiatives within the Division. The Division assumes leadership, regulatory oversight, and programmatic accountability for the state's early care and education system. This includes the state's kindergarten, prekindergarten, nursery schools, child care centers, family child care providers, and other early childhood initiatives. It coordinates the state's child care subsidy program, early childhood mental health consultation project, the Judy P. Hoyer Early Care and Education Enhancement Program, the Maryland Child Care Credentialing Program, the Maryland Model for School Readiness, the state's Kindergarten Assessment, the Inclusive Child Care Initiative, and the Head Start Collaboration Office. The Division provides professional development, technical assistance, and leadership development to the state's early care and education system. In addition, it has oversight of the state's child care resource and referral network and the state network of family support programs. The Division shares its oversight with MSDE's Division of Special Education/Early Intervention Services regarding services for young children with disabilities.
1995 - 2005	<i>Coordinator, Early Learning Programs</i> <i>Division of Instruction</i> <i>Maryland State Department of Education, Baltimore, MD</i> Responsible for leadership and coordination of all programs and initiatives of the Department's early learning programs.

- 1994-1995 *Program Specialist for Early Intervention Services*
Division of Instruction
Maryland State Department of Education, Baltimore, MD
 Responsibilities included the development and implementation of the Early Intervention and Prevention Services Initiative, as one of MSDE's policy priorities, and program support for local school systems regarding prekindergarten and early intervention services.
- Major Accomplishments (1994-present)*
- Successfully facilitated the transfer of all child care programs from the Department of Human Resources to MSDE, including all quality improvement programs, IT support systems, licensing functions, and child care subsidy program.
 - Initiated and developed the *Maryland Model for School Readiness*, an early learning framework which includes curricular standards for prekindergarten and kindergarten, a large-scale early childhood assessment system for kindergarten, and a statewide professional development program for teachers and early care providers.
 - Developed the *Judy P. Hoyer Early Care and Education Program*, including Judy Centers and the Early Childhood Accreditation Project.
 - Developed and updated the *MSDE Standards for Implementing Quality Early Learning Programs* which serve as program standards for kindergarten, prekindergarten, Head Start programs, and child care centers.
 - Assisted in the development and implementation of the *Early Intervention and Prevention Services Initiative*, designed to improve the program support for at-risk children, birth to 5.
- 1987-1994 *Program Director*
Bryant Early Learning Center
UCM, Inc. Alexandria, VA
 Responsible for the design, development, and maintenance of a comprehensive early learning program for children, birth to 5, in collaboration with Fairfax County Public Schools, county agencies, and community-based organizations.
- 1986-1987 *Assistant Education Coordinator*
Head Start
Community Action Program, Lancaster, PA
 Responsible for providing staff development and technical assistance to Head Start programs in Lancaster County. Designed and developed programs on early childhood assessment and early literacy for local Head Start programs.
- 1982-1986 *Preschool Teacher and Site Director*
Head Start
Community Action Program, Lancaster, PA
 Responsible for the management of a rural Head Start program in Lancaster County. Successfully implemented a high quality early childhood program, including services for children with disabilities.

Selected Presentations (1986-2009)

- September 16-18, 2009 National Governors Association - National Summit for State Policymakers
National Harbor, MD
Grafwallner, R.; Minor, V.; Willems Van Dijk, J.
Lessons from the states: Community level data to drive policy and assess progress
- July 27-29, 2009 U.S. Department of Health and Human Services – ACF
State and Territory Child Care Administrators Meeting, Washington, D.C.
Grafwallner, R.; Zaslow, M.
Curriculum, standards, and assessment: Developing a framework to improve quality
- June 11-12, 2009 CCSSO State Consortium on Early Childhood Assessment, Charlotte, NC
Grafwallner, R.
State kindergarten readiness assessment
- May 27, 2009 NCCIC and NAECS/SDE Webinar
Grafwallner, R.; Spears, J.; Schultz, T.
Connecting the dots – Making longitudinal data work for young children
- September 15, 2008 Fairfax Futures' School Readiness Leadership Forum, Fairfax, VA
Grafwallner, R.; Morris, T.; Gist, D.
States' leadership approach to school readiness
- November 8-10, 2007 NAEYC Conference, Chicago, IL
Grafwallner, R.; Dichter, H.; Wallen, M.; Ponder, K.W.; Payne, A.L.
Planning and governance structures for early childhood development system building – models and lessons from five states
- June 20-23, 2004 NAEYC's 13th National Institute for Early Childhood Professional Development, Baltimore, MD
Grafwallner, R.; Sykes, M.; Bodrova, E.; Pizzolongo, P.
Building quality PreK to 3rd grade programs in public schools
- November 5-8, 2003 NAEYC's Annual Conference, Chicago, IL
Grafwallner, R.; Meisels, S.; Cooke, B.; Kamiya, K.; King, S.
Adapting Work Sampling System for statewide assessment of young children
- January 15, 2002 Maryland Committee of Children, Conversations on Curriculum
Grafwallner, R.; Lombardi, J.; Wasik, B.; Bredekamp, S.
Curricular approaches in early childhood education
- October 31 – November 3, 2001 NAEYC's Annual Conference, Anaheim, CA
Grafwallner, R.; Schweinhart, L.; Metzruk, B.; Staples, J.; Gilliam, W.
Are you ready for school readiness? Statewide approaches to assessing the readiness of children and schools
- June 24-26, 2001 31st Annual Conference on Large Scale Assessment, Council of Chief State School Officers, Houston, TX
Grafwallner, R.; Meisels, S.; Casteel, J.
Incorporating instructional assessments into Kindergarten-Third Grade: Three states' adaptations of the Work Sampling System

John Janak
Data Base Manager
The Jacob France Institute
Merrick School of Business
University of Baltimore

November 2009

1988 B.S Towson University, Computer Science
2001 M.S. University of Baltimore, Information Systems.

1997-current Database Manager, The Jacob France Institute (JFI)

- Maintenance and security of the in-house UNIX Computer Systems
- UNIX administration on in-house HP-UX system
- Acquire, analyze, store and retrieve administrative records from multiple sources.
- Ensure that data entrusted to the Institute are warehouse and archived in compliance with applicable laws and security specifications
- Make sure data is made available to authorize person for legitimate usage.
- Collaborate with managers, data managers and computer specialists from the Federal, State, Local agencies, and with university personnel nationwide, partnering on research projects.
- Work in partnership with Maryland Department of Labor, License and Regulation (DLLR), Maryland Department of Business and Economic Development, Maryland Department of Human Resources, Maryland Department of Education, The University of Maryland and the Annapolis Data Center to exchange and retrieve data to fulfill out the Institute's research directive.
- Upgrade JFI hardware and software infrastructure to permit the linkage of longitudinal data
- Link Maryland Unemployment Insurance Wage, Maryland Educational Institutions (including high schools, community colleges and university), Welfare data, Job Training data, etc.
- Oversees the overall data quality and a security of the JFI repository.
- Function as the Senior Computer Analyst and Programmer at the Institute.
- Participates in research team analysis, data design and the subsequent computer programmatic methodologies to retrieve the desired dataset to support the research team effort in their specified research initiatives.
- Conducts statistical analyses, prepares appropriate tabulations, graphics and text to report the results of these research.
- Maintaining accurate documentation of the files, record structure and data integrity, and conducts routine and ad hoc auditing to verify the accuracy and completeness of the data.

1985-1997 Maryland Department of the Environment (MDE).

- Chief Computer Analyst and Senior Programmer at MDE.
- Perform the duties as the Oracle Database Administrator.
- Lead Oracle Programmer during his tenure at MDE.
- Teach and train junior programmers in emerging Information Systems.
- UNIX Administrator on Department centralizes system.
- Supervised a team of programmers taking care of the Agency Computer Operations and programming requirements.
- Team leader in business mapping, process definition
- Wrote test plans, project guidelines, and recovery procedures
- Perform the duties as the lead Systems Analyst and System Design team member.
- Customized internal IT solution, pseudo code computer program to fit proposed solution.
- Project manager within the Information Systems Unit
- Interface between the department units, other external state agencies and private institutions.

Technical Expertise:

Software: UNIX SYSTEM ADMINISTRATION, SAS, Oracle DBMS, ACCESS, SPSS.

Systems: HP/UX WINDOWS OS/390.

Hardware: HP UNIX, PC, IBM Mainframe.

Languages: C, PL/SQL, SQL, COBOL, FORTRAN, HTML, JAVA SCRIPT, SAS.

JANICE L. JOHNSON

EXPERIENCE

Maryland State Department of Education (Baltimore, Maryland)

May 1999 – Present

Chief, Education Accountability

- Provide leadership and technical expertise in developing plans for the Department's education accountability program under the federal No Child Left Behind Act and state COMAR Education Article, 2-205, 2-206, 2-203, 5-201—5-206, 7-202, 7-203, and 7-301, Annotated Code of Maryland, in particular, documented management of education accountability projects and related service contracts. Provide leadership in the Division's conceptual and strategic planning process.
- Define the data based areas and formulas to meet federal and state accountability requirements for the Maryland School Assessment, High School Assessment, Alternative Maryland School Assessment, and Adequate Yearly Progress. Define the systemic process, data based areas, and formulas for the Highly Qualified Teacher requirement of NCLB.
- Translate the data based areas to technical specifications for local school systems and collaborate with local accountability coordinators to meet state and federal requirements for data collection and dissemination.
- Manage all education accountability systems through complete lifecycle development and implementation. Define hardware requirements for all accountability systems.
- Manage the preparation and administration of budgets for the branch.
- Identify, allocate and monitor both fiscal and human resources for each project assigned in order to meet federal and Department's educational accountability requirements.
- Provide leadership and direction to twenty-four Maryland Local Accountability Coordinators in defining data based areas, formulas and comprehensive understanding of how schools meet or not meet Adequate Yearly Progress (AYP) under the federal NCLB requirements.

EDUCATION

2003

BS, Management Information Systems
Minor, Computer Studies
University of Maryland University College (Adelphi, MD)

PHILIP KOSHKIN-YOURITZIN

PROFESSIONAL EXPERIENCE

MARYLAND STATE DEPARTMENT OF EDUCATION

2005 - Present

Chief, Research and Evaluation Section, Division of Early Childhood Development

- Develop, apply, and integrate internal statistical reporting systems, performance measure data, and other evaluative instruments and methodologies pertinent to the agency's goals, objectives, and operations. Develop statistical analyses for publication of agency programs and activities.
- Help design, develop, and test the agency's automated program management information system. Research and evaluate the use of software applications to analyze and report on agency operations. Design and manage the agency's child care licensing compliance database for Internet publication. Coordinate the agency's child care licensing criminal background check results database. Develop and manage the agency's extranet and intranet sites.
- Research, develop, coordinate, and evaluate the outcome of changes in child care licensing regulations and related policies and procedures; serve as the agency's regulations coordinator.

MARYLAND DEPARTMENT OF HUMAN RESOURCES

1992 - 2005

Chief of Policy and Regulation, Office of Child Care Licensing (1994 - 2005)

- Coordinated all matters related to State child care licensing regulations and related policies. Researched, planned, developed, and evaluated licensing program initiatives to conform to child care best practices and changing statutory requirements.
- Conducted all child care licensing research and evaluation activities, including numerous statistical analyses of licensing functions. Designed and managed a computerized reporting system to track licensing operations and outcomes.
- Provided consultation and technical assistance to elected officials, the child care community, and the general public on child care issues. Trained agency staff on the interpretation and application of child care statutes, regulations, and policies.

Federal Child Care Programs Specialist (1992 - 1994)

- Monitored and evaluated statewide implementation of federal and State child care program requirements to ensure agency compliance.
- Developed proposals for regulatory and policy changes. Drafted regulations and State Plans for delivery of subsidized child care services.
- Researched State and local child care costs, developed child care market rates, and designed the program's State payment rate and sliding fee scales.

1987 - 1991:

Planned, developed, managed, and evaluated college community service program involving over 700 student volunteers in long-term service at more than 30 community agencies, schools, and institutions. Served on local school-community advisory board and Special Olympics planning committees. Program awarded the New York Governor's Community Service Citation.

1982 - 1987:

Designed and managed program development and evaluation systems to ensure compliance with federal, State, and professional standards for developmental disability and residential treatment agencies in New York and New Jersey. Spearheaded agency's achievement of accreditation by the Joint Commission on Accreditation of Health Organizations.

1972 - 1982: Provided counseling and case management services to emotionally disturbed youth, substance abusers, and mental health clients in group home, correctional, hospital, and military settings. Services involved extensive interaction with community systems, health professionals, and legal authorities.

EDUCATION

B. A. (1969) - Washington and Lee University, Lexington VA

Certified Paralegal (1988) - Marist College, Poughkeepsie NY

Graduate coursework in Public Administration, Research Methods

Major Accomplishments

- Development and implementation of CTE Pathway Programs in alignment with the revised *Policies and Procedures for the Development and Continuous Improvement of Career Technology Education (CTE) Programs* and the Maryland Career Cluster Frameworks
- Coordination of the design and implementation of an on-line data submission and reporting process in alignment with CTE performance measures and accountability system
- Expansion of CTE accountability reporting and alignment to new federal requirements, including Perkins IV, NCLB and EDEN
- Member of the National Center for Education Statistic (NCES) CTE Statistics Technical Review Panel and active member of the OVAE Next Steps Workgroup, providing input to accountability systems and reporting for CTE students
- Development and implementation of *MSDE Policies and Procedures Career Technology Student Organizations (CTSO)*
- Revision of grant applications, reporting requirements and professional development for Tech Prep consortia leading to targeted program improvements and increased collaboration between secondary and postsecondary CTE programs
- Successful supervision of professional and associate staff as well as volunteers to accomplish organizational goals, including event management, grant management, reporting requirements and the implementation of school-wide initiatives and CTE program improvement

Work Experience

Maryland State Department of Education -- Baltimore, MD

10/05 -present

Division of Career and College Readiness (DCCR)

Program Manager, Student and Assessment Services Branch

- Provide leadership and coordination of Maryland Career Technology Education (CTE) programs at the Secondary and Postsecondary level
- Coordinate federal accountability reporting for secondary and postsecondary CTE students;
- Coordinate state and local data collection and reporting for the MSDE Pre-Graduate Survey and MSDE Work-Based Learning Survey
- Conduct Office of Civil Rights (OCR) on-site visits to ensure compliance per the OCR Methods of Administration requirements
- Provide oversight and coordination for five (5) Career Technology Student Organizations

Education Program Specialist II, Career Technology Education

7/02 -10/05

Lead Specialist in the CTE-Instructional Branch, DCTAL

- Provide leadership and coordination of CTE Pathway Program development and implementation
- Coordinate grants and technical assistance for Tech Prep and the *HSTW/MAGW* initiatives
- Supervise staff work in support of Technology Education and Family and Consumer Sciences
- Provide direct technical assistance to community colleges, local school systems and workforce development partners in the design and delivery of Career Clusters and CTE Pathway Programs

Work Experience (cont.)

Educational Program Specialist II, Career Technology Education 3/01-7/02

Lead Specialist in the CTE-Student and Assessment Services Branch, DCTAL

- Assist in the design and implementation of an on-line data submission and reporting process in alignment with CTE performance measures and accountability system
- Coordinate work related to CTE Pathway Program development
- Provide leadership and support for secondary and postsecondary data management
- Supervise staff work in support of career technology student organizations (CTSO)
- Conduct site visits to meet Office of Civil Rights (OCR) reporting requirements

Staff Specialist III, Career Technology Education 9/97-3/01

- Provide technical assistance to local school systems, postsecondary institutions and business partners in developing, implementing and enhancing career technology education programs
- Assist central office staff, high schools, business partners and community colleges implementing comprehensive school reform models and secondary and postsecondary CTE programs
- Conduct *HSTW* Technical Assistance visits and data analysis in support of data-driven decision-making by high school leadership teams

Southern Regional Education Board -- Atlanta, GA

Director for Staff Development for the *High Schools That Work (HSTW)* Program 12/94-8/97

- Design and implemented a professional development series that included workshops, in-service training, grant opportunities and publications
- Direct all aspects of the National *HSTW* Annual Staff Development Conference for more than 5,000 educators

Research Assistant for the *High Schools That Work (HSTW)* Program 5/91-12/91

- Assist in analysis and reporting on data from more than 350 high schools implementing a model of high school reform, including reports based on data including student surveys, achievement scores, transcript files and teacher surveys
- Conducting qualitative data collection through on-site evaluations and technical assistance in high schools throughout the *HSTW* network

Emory University -- Atlanta, GA

Graduate Assistant/Graduate Student Teacher in the Department of Sociology 8/89-5/91

- Assist faculty in research and teaching while a graduate student at Emory University
- Research topics including educational funding, CTE, and workforce development
- Teach two undergraduate courses in Sociology--Sociology of Education and Social Problems

Related Training

System Source Learning Centers -- Microsoft Office Excel (Intermediate and Advanced) 6/06
Baltimore and Columbia, MD

Fellows Program -- National Center for Educational Statistics (NCES) 5/01
US Department of Education, Office of Educational Research and Improvement (OERI)

Patricia M. Mikos

(b)(6)

email: pmikos@msdc.state.md.us

Related Training (Cont.)

Facilitative Leadership, Interaction Associates 3/99
Baltimore, MD

DACUM Occupational Analysis and Curriculum Planning Process 5/98
Community Colleges of Baltimore County, DACUM Resource Center

Major Presentations and Publication

Presentations on Redesign of CTE, CTE Programs of Study, and CTE Accountability:

- Maryland Association of Counties, Annapolis, MD 9/09
- National Career Clusters Institute, Phoenix, AZ 6/06
- National Career Clusters Institute, Charlotte, SC 6/04
- National *High Schools That Work* Conference, Nashville, TN 7/03
- State's Career Clusters Meeting, Scottsdale, AZ 9/02

Blended Instruction Training and Workshops:

- National School-To-Work Conference, Washington, DC 10/00
- Governor's Academy for Mathematics and Science, Towson, MD 7/00
- National School-To-Work Career Majors Institute, San Diego, CA 8/99
- National Transition Alliance for Youth with Disabilities, Washington, DC 5/99

Bottoms, Gene and Pat Mikos. 1995. *School and Classroom Practices That Advance the Performance of Career-Bound High School Students*. A Report on Improving Student Learning, SREB

Education

University of Baltimore—Masters in Public Administration (MPA) current
Georgia State University—Graduate Courses in Sociology and Research 9/96 - 7/97
Emory University—Graduate Courses in Sociology and Research 8/89 - 5/94
Hood College—BA in Sociology/Concentration in Biology 8/84 - 5/88

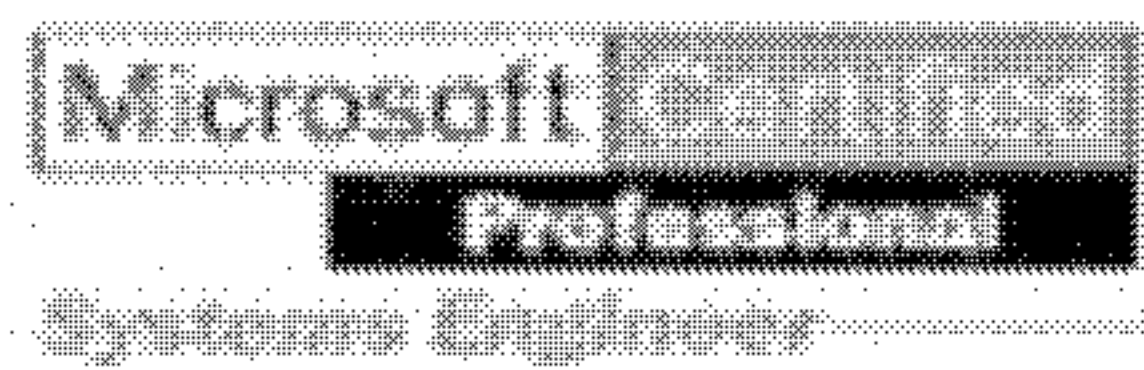
KATHARINE M. OLIVER

PROFESSIONAL EXPERIENCE	<p><i>Maryland State Department of Education Assistant State Superintendent Division of Career and College Readiness, 1989 – Present Leads the development, implementation, and continuous improvement of the statewide system of Career and Technology Education in Maryland's secondary schools and the State's Juvenile Services Education program.</i></p> <p><i>Maryland State Department of Education Director Disability Determination Services, 1986-1989 Led and administered the unit of state government that adjudicates Marylanders' claims for Social Security Disability benefits.</i></p> <p><i>Maryland State Department of Education Regional Director Rehabilitation Services, 1981-1986 Managed multiple Baltimore/Harford county local offices providing rehabilitation services to disabled individuals seeking to enter/return to the workforce.</i></p> <p><i>Maryland State Department of Education Vocational Rehabilitation Counselor, 1973-1981</i></p> <p><i>Maryland Department of Labor, Licensing and Regulations Employment Specialist, 1970-1973</i></p>
EDUCATION	<p><i>Master of Science, Administration and Management, Hood College, Frederick, MD, 1981</i></p> <p><i>Bachelor of Arts, History, College of Notre Dame, Baltimore, MD, 1970</i></p>
BOARDS AND COMMISSIONS	<p><i>2007- Present: High Schools That Work Board, Chairperson</i></p> <p><i>2007- Present: Governor's P-20 Leadership Council of Maryland, Member</i></p> <p><i>2005-2006: President, National Association of State Directors of Career Technical Education, Past President</i></p> <p><i>2005-Present: Cisco Networking Academy, National Board Member</i></p> <p><i>2004-Present: Project Lead The Way, Inc., National Advisory Board Member</i></p> <p><i>2002- Present: Center for Women in Technology, Board Member</i></p> <p><i>1998-2007: Board Member, National Association of State Directors of Career Technical Education</i></p> <p><i>1996-Present: Southern Regional Education Board, High Schools That Work Board, Executive Committee Member</i></p> <p><i>1996-Present: Regional Manufacturing Institute, Board Member</i></p> <p><i>National Association of Automotive Technology Education Foundation, Board of Trustees</i></p> <p><i>Junior Achievement of Central Maryland, Former Board Member</i></p> <p><i>Governor's Workforce Investment Board, Workforce Subcabinet Member</i></p> <p><i>1990 – Present: Maryland Apprenticeship and Training Council</i></p>

KATHARINE M. OLIVER

AWARDS/HONORS	<i>2007: Maryland's Top 100 Women</i> <i>2007: Summit Award, Junior Achievement of Central Maryland</i> <i>2006: Governor's Citation: Leadership to Establish the Governor's Workforce Investment Board's Subcabinet on Workforce Development</i> <i>2005: Maryland Technology Education Distinguished Service Award</i> <i>2002: Maryland Hospitality Education Foundation Spectrums Visionary Award</i> <i>2001: Iota Lambda Sigma, Nu Chapter Distinguished Professional Award</i> <i>1996: National Association of State Directors of Career Technical Education, Distinguished Service Award</i>
RESIDENCE	(b)(6)
CONTACT INFORMATION	<i>Maryland State Department of Education</i> <i>200 West Baltimore Street</i> <i>Baltimore, MD 21201</i> <i>Phone: 410-767-0158</i>

Benjamin L. Rawlings III



SKILLS

Server Management	Security Implementation	Desktop Administration
Helpdesk Support	Troubleshooting	Customer Assistance
Staff Management	Project Administration	Business Continuance

Employment

10/81 – Current **Maryland State Department of Education**

7/02 – Current **Computer Network Specialist Supervisor**

Using the knowledge and experience gained in technical positions, I am working to motivate and educate the technical staff, monitor and improve support services. Additionally, I maintain the network Intranet Devices, switches, Storage Area Network, Backup and Recovery systems. Each of the duties performed is an intricate part achieving the business function of The Maryland State Department of Education. Supporting the business of the agency fulfills the agency function of serving the citizens and improving the quality of life for Marylanders.

- ▶ Supervise Technical Staff, delegate projects and meet escalated tasks and project items.
- ▶ Assist with diagnostic and support services; provide instruction, specifications and authorizations.
- ▶ Review technologies, as they pertain to MSDE projects, vendor consultations, and policy and standards.
- ▶ Project management support, attend and review meetings, delegate resources as appropriate.
- ▶ Perform Evaluations and Performance Reviews for staff, approve advancement awards.
- ▶ Manage disciplinary actions for staff members as required.
- ▶ Maintain security, Internet, Intranet, and DMZ, through router, firewall, intrusion detection, systems log monitoring and documentation.
- ▶ Develop and distribute Service Level Agreements, Statements of Work, Standards and Procedures for areas of responsibility.

9/01 – 7/02 **IT Systems Technical Specialist**

I supported and developed the Internet and Intranet efforts of MSDE by managing, developing, measuring and meeting performance standards and security procedures for Enterprise and Web servers. Included are Database, Storage and Disaster Recovery administration.

- ▶ Monitor utilization for Enterprise Servers.
- ▶ Develop security and performance standards and see they are met.
- ▶ Research, evaluate, and implement new technologies that further the business interests of the department.
- ▶ Provide guidance for support staff, vendors, and project managers.
- ▶ Diagnose deficiencies for communications, and develop corrective measures, include Citrix and, Anti-Virus Server, SUS Patch Management Server, and SAN as well.
- ▶ Customize strategies to meet Service Level Agreements and Database Application requirements.
- ▶ Evaluate products and services, utilize direct interface with customers, vendors, staff and management.
- ▶ Develop rollout strategies for Enterprise applications.
- ▶ Interpret and enforce policies developed by Office of Technology administration.

7/99 – 7/01 **Computer Network Specialist III/I**

As a result of these duties there are substantial improvements in our efforts toward "high availability" and "quick recovery", with minimal "down-time" throughout the network. These efforts allowed the migration from standalone systems to an integrated network with limited negative impact to staff members.

- ▶ Manage over 30 network servers.
- ▶ Manage storage area network, Dell and EMC, and assign resources.
- ▶ Coordinate resource use with application managers to satisfy our client's needs.
- ▶ Audit security policy compliance and improve compliance with internal auditors policy.

Benjamin L. Rawlings III

- Install and maintain server operating systems and applications.
- Administration of domain users and permissions, and monitor use of rights on the network to insure privacy and security policies are followed for over 850 users.
- Support thin clients on Citrix, and secure access SSL encryption.
- Support Data Communications for the field offices.
- Desktop Support to increase productivity by the general staff through data processing.
- Resolve trouble issues at the workstation to reduce lost time for employees.
- Install/configure software, including new systems, and system rebuilding for re-deployment.
- Supply training and documentation to assist staff in using available technology.
- Create users and computer accounts, assign rights and access permissions.
- Design specifications and contract cable installation and testing for network connection.
- Support Data Communications for the field offices using legacy systems.

7/98 – 7/99 Computer Network Specialist Trainee

- Assist with network maintenance and trouble resolution for workstation users.
- Add new systems and users to the domain to assist with network deployment.
- Support Data Communications for the field offices.

3/86 – 7/98 Data Processing Manager I

- Manage connection of the 25 field offices to the mainframe network.
- Replace terminals with pc workstations, and configure them for networking.
- Install and configure software providing end users the tools required to perform duties in a network environment.
- Training of users in the use of the newly installed systems and software.
- Cable management for the headquarters and remote office sites.
- Support Data Communications for the field offices.

2/84 – 3/86 Data Processing Communication Technician

- Data Communications support for the field offices, including installation of telephone circuits, interfacing with telephone technicians for trouble resolution, multiplexer configurations and installations and resolving users reported system trouble calls.
- Manage cable configurations for the headquarters and remote offices.

3/83 – 2/84 Data Processing Programmer III,II,I,Trainee

- Designing systems, programming applications in Cobol and Fortran.
- Participate in a team to develop programs providing users with the ability functionally use the systems being developed.

Software

Windows XP Professional, Vista, 2003 Enterprise, 2000 Advanced Server, Microsoft Office 2007, Dameware, Visio 2003, Rightfax, Partician Magic, Crystal Reports, Veritas Netbackup, CommVault Galaxy 5.0, Galaxy 7.0, Navisphere, Power Path, AD Manager, Cisco Works, HP OpenView, Clarion Disk Library Console

Protocols

TCP/IP, UDP, DHCP, WINS, Secure Socket Layer, NetBois, DNS, Winsock, SNMP, Appletalk, FTP, SNA, SNMP, and HP OpenView.

Education

Bachelor of Science – Computer Studies 2005
University of Maryland University College

JANICE E. TREAKLE

SUMMARY OF QUALIFICATIONS

An experienced administrator with excellent supervisory, human relations, and communications skills. A visionary who provides inspiration to colleagues. Recognized as a competent leader who enjoys a challenge. An effective problem solver who is honest, dedicated, well organized and dependable. Work well under pressure. Supportive and loyal. Personable and able to form productive working relationships with others. Project a positive professional image.

PROFESSIONAL EXPERIENCE

Maryland State Department of Education – Baltimore, MD 2000-Present
EDUCATION PROGRAM SPECIALIST

Coordinator, Maryland Model for School Readiness
Division of Early Childhood Development

Charles County Public Schools – LaPlata, MD 1994-2000
ADMINISTRATOR/SUPERVISOR

Specialist in Early Childhood Education (1997-2000)
Instructional Specialist (1994-1995; 1996-1997)
Assistant Principal (1995-1996)

Prince George's County Public Schools – Prince George's County, MD 1972-1994
EDUCATOR

Science Teacher and Resource Specialist (1986-1994)
Program Specialist (1977-1982; 1984-1986)
Elementary Classroom Teacher (1972-1977; 1982-1984)

Prince George's Community College – Largo, MD 1993-1995
INSTRUCTOR, Business Management Department

Anne Arundel Community College – Arnold, MD 1990-1992
INSTRUCTOR, English/Humanities Department

EDUCATION

Towson State University – Towson, Maryland

Master of Education Degree (1978)
Bachelor of Science Degree (1972)

MSDE Certification – Administrator I; Elementary/Middle School; Early Childhood; and Reading

M.ED.+ - Forty-five credits beyond Master's – Goucher College, Towson MD; University of Maryland, College Park, MD; and Trinity College, Washington D.C.

ADDITIONAL PROFESSIONAL RESPONSIBILITIES

- Maryland Model for School Readiness (MMSR) Presenter at National Conferences
- Member of
 - MSDE Assessment and Education Think Tank,
 - Center on Social Emotional Foundations for Early Learning (CSEFEL) Leadership Committee, and
 - Early Childhood Advisory Council
- Liaison to Early Childhood Organizations, Committees, and Stakeholders
- Program Manager for the Maryland Committee for Children MMSR Grant

AWARDS

- Recognized for Exemplary Performance as an Instructional Specialist, Charles County Public Schools
- Outstanding Educator, Prince George's County Public Schools
- Outstanding Educator, Prince George's County Chamber of Commerce
- National Exemplary School Award, U.S. Department of Education
- Presidential Award for Excellence in Science Education (nomination)
- Outstanding Educator, American Institute of Aeronautics and Astronautics

ORGANIZATIONAL INVOLVEMENT

Association for Supervision and Curriculum Development
National Association for the Education of Young Children
Counselor for EF Educational Travel Institute

Treva Stack
Researcher/Statistician
The Jacob France Institute
Merrick School of Business
University of Baltimore

November, 2009

B.A. Wake Forest University, History/Psychology
M.S. University of Baltimore, Industrial/Organizational Psychology

1998-current *Researcher/Statistician, The Jacob France Institute (JFI)*

- Conducts various education/economic research studies and outcome evaluations using advanced statistical methods
- Develops appropriate statistical methodology and data analysis for projects
- Formulates new ideas for research designs and reports
- Utilizes the UNIX system and writes programs in SAS
- Oversees the secure transmission of data into JFI
- Uses statistically valid methods to automate the validation of data for research purposes
- Generates data reports and uses graphical software packages to present data
- Oversees creation, accuracy, and maintenance of data dictionaries
- Generates both oral and written research reports
- Serves as data contact for various state and local education agencies, including the Maryland State Department of Education (MSDE), the Maryland Higher Education Commission (MHEC), the University System of Maryland (USM), the Maryland Association of Community Colleges (MACC), Baltimore City Public Schools, Baltimore County Public Schools, Cecil County Public Schools, Montgomery County Public Schools, and the Office of the State Superintendent of Education in Washington, DC.
- Other affiliations include the Maryland Department of Labor, Licensing, and Regulation (DLLR), the Governor's Workforce Investment Board (GWIB), the Mayor's Office of Employment Development (MOED), the Maryland State Youth Council, the Abell Foundation, the Urban Institute, the U.S. Department of Education, and the U.S. Department of Labor.

Projects

Technology Education in Baltimore City Public Schools

With funding provided by the Abell Foundation, JFI examined BCPSS's response to MSDE's technology education mandate. In the fall of 2007, a new online curriculum was implemented that conforms to MSDE's Voluntary State Curriculum. Field observation took place both in Baltimore City and in Montgomery County, a site determined to be a "leader" in technology education. An examination of technology education practices in other US States as well as internationally was also included.

Report to USDOE/Perkins Measures

JFI provides annual assistance to MSDE's Division of Career and College Readiness in completing their Consolidated Annual Report (CAR). Specifically, employment matches for both CTE completers and Adult Education completers are generated.

JFI has recently contracted with the **Office of the State Superintendent of Education in Washington, DC** to provide the same assistance with the CAR for their CTE completers.

Cecil County Public Schools

JFI worked with Cecil County Public Schools, Cecil College, and the Department of Economic Development, Cecil County Government, to longitudinally track a 2002 cohort of Cecil County Public School graduates into the workforce and higher education from 2002-2008.

Baltimore County Public Schools

JFI has entered into a contract to provide Baltimore County Public Schools with employment and industry affiliation of their graduates.

Lumina Foundation/University System of Maryland: Making Opportunity Affordable Project

As the result of a grant from the Lumina Foundation, JFI is working with the USM as they develop innovative strategies in key policy areas that would promote cost-saving methods of delivering high-quality education to greater numbers of students. JFI will provide research assistance and wage record matching for USM graduates.

Maryland Association of Community Colleges (MACC)

JFI provides assistance to MACC with a performance indicator required by the Maryland Higher Education Commission (MHEC). Matches of both degree and certificate community college completers are matched to the Maryland UI Wage records, as well as to wage records from surrounding states and those employed by the federal government.

Longitudinal earnings profiles one year prior and 3 years after graduation are generated and distributed to each institution on an annual basis. Additional research is provided by examining earnings profiles by various demographic indicators.

Teacher Retention: A Comparison of Maryland Professional Development Schools (PDS) Program Graduates with Recipients of Maryland Certification Through Other Qualifying Paths

Data on education graduates from 2001-2006 was provided to JFI by all University System of Maryland (USM) institutions, both undergraduate and graduate. USM is seeking to examine K-12 teacher retention in PDS as well as non-PDS graduates. JFI is in the process of matching graduates to the Maryland UI Wage records, as well as regional, surrounding states wage records and federal employment in order to determine their career paths.

Anatomy of a One-Stop Career Center

The purpose of this study was to describe and map the arrival, internal processing, and destination flows of customers throughout a one-stop career center. Baltimore's Eastside Career Center was

chosen as an inner city urban example, and two additional career centers were chosen in central Missouri; one representing an isolated urban center location, the other representing a rural/seasonal employment center location. The research methodology included a flow analysis, process analysis, ethnographic analysis, spatial analysis, historical analysis, and data analysis.

1995-1998 *Specialist, Research and Evaluation, MSDE*

- Assisted with the compilation of the Maryland School Performance Report Card
- Served as liaison for local education agencies in the transfer of data to MSDE
- Used software applications to code, modify and run programs to extract and present data from large databases, including SAS and SPSS
- Coordinated projects from research design, data collection, data analyses, interpretation/conclusions, and final written/verbal reports
- Conducted survey research, including design and validation
- Responsible for the management of large databases, as well as confidential student level data
- Analyzed and reported longitudinal data trends, as well as program impact
- Responded to data requests from MSDE staff, local education agencies, the State Legislature, national education research groups, the general public, and the media
- Research/evaluation consultant to MSDE Divisions, including Special Education, Instruction, Career and College Readiness, and Technology/Library Media
- Provided professional development to local education agencies regarding data quality
- Analyzed data relating to various assessments, including MSA, HSA, SAT, AP, NAEP, CTBS, TIMS and PISA

1993-1995 *Program Evaluator, American Red Cross National Headquarters*

Responsible for the design and implementation and coordination of several complex, multi-site research and evaluation projects focused on measurements of effectiveness and impact in the field of public health.

1992-1993 *Research Analyst, Department of Justice, Federal Bureau of Prisons*

Designed and conducted systematic research studies through the use of computer programming and statistical analyses. Managed projects in federal sites across the U.S., and utilized confidential employee databases (required a federal security clearance).

DAVID W. STEVENS
Executive Director
The Jacob France Institute
Merrick School of Business
University of Baltimore

November 2009

Ph.D. University of Colorado, Economics

Faculty appointments (partial)

1993-current Executive Director, The Jacob France Institute, and Research
Professor of Economics, Merrick School of Business, University of
Baltimore
Previous University of Missouri-Columbia, 18 years tenured academic ranks

Other Affiliations

1976-81 Co-Director, Harvard Institute in Employment and Training Administration
1976-77 Visiting Social Scientist, Abt Associates, Inc.

1975-76 National Science Foundation Faculty Science Fellow, Joint Center for
Urban Studies, Harvard University-MIT

1973-75 Faculty Member, Harvard Institute in Employment and Training
Administration

Relevant publications (selected)

Beyond Higher Education: Other Sources of Data for Tracking Students, *New Directions for Community Colleges*, Number 143 (Fall 2008), Hoboken, NJ: Jossey-Bass Publishers, pp. 83-92.

Employment that is not covered by state unemployment insurance laws, (2007)
Technical Paper No. TP-2007-04, Suitland, MD: U.S. Census Bureau, 37 pp.
(available at <http://lehd.did.census.gov/led/library/techpapers/tp-2007-04.pdf>).

A Guide to the Use of Administrative Records to Achieve Data Quality Standards in Federal Reporting of CTE Performance, Washington, September 2006, D.C.: U.S. Department of Education, Office of Vocational and Adult Education, 34 pp.
(available at <http://www.educountability.net>, click on *A Guide to the Use of Administrative Records*).

Responsible Use of Administrative Records for Performance Accountability: Features of Successful Partnerships, 2004, Washington, D.C.: U.S. Department of Labor, Employment and Training Administration, Office of Policy Development and Research, 48 pp. (available at <http://www.ubalt.edu/jfi/adare/repts/ADAREcookbook504.pdf>).

- Labor Market Dynamics: One Component of an Integrated System of Labor Market Information*, 2004, Washington, D.C.: Workforce Information Council c/o Bureau of Labor Statistics, U.S. Department of Labor, 35 pp. (available at <http://www.workforceinfocouncil.org/documents/LaborMarketDynamicsConceptPaper.doc>).
- 21st Century Accountability: Perkins III and WIA*, Columbus, OH: The Ohio State University, National Dissemination Center for Career and Technical Education, Center on Education and Training for Employment, (December 2001), 79 pp. (available at <http://www.nccte.org/publications/infosynthesis/infopaper/infopaper02/infopaper02.pdf>).
- Job Flows, Worker Flows and Churning, *Journal of Labor Economics*, 18:3 (July 2000), pp. 473-502 (with Simon Burgess and Julia Lane)
- "Employment and Earnings Outcomes: New Perspectives," in Jorge Sanchez and Frankie Santos Laanan (eds.), *Determining the Economic Benefits of Attending Community College*, New Directions for Community Colleges Series, Number 104, San Francisco, CA: Jossey-Bass Publishers, (Winter 1998), pp. 95-101.
- "Vocational Education Accountability in a Block Grant World," in Garth Mangum and Stephen Mangum (eds.), *Of Heart and Mind: Social Essays in Honor of Sar Levitan*, Kalamazoo, MI: Upjohn Institute Press, (1996), pp. 131-153.
- Performance Measurement Revisited, *Journal of Vocational Education Research*, 19:3 (1994), pp. 65-82.
- "Experiences of High School Graduates in Finding Employment, in Albert Pautler (ed.) *Contemporary Issues in School to Employment Transition*, Ann Arbor, MI: Prakken Publications, (1993), pp. 73-83.
- Occupational Information: The Blue Highways of Labor Market Information*, Washington, DC: National Occupational Information Coordinating Committee, August 1993: 42 pp.
- National Performance Indicators for Vocational-Technical Education*, Washington, DC: Office of Vocational and Adult Education, U.S. Department of Education, March 1992: 25 pp.
- "Occupations and Earnings of Former Vocational Education Students: Design Issues," *Design Papers for the National Assessment of Vocational Education*, Washington, DC: U.S. Department of Education, (1992), pp. 157-171.
- "The Confidentiality Provisions of State Unemployment Compensation Laws," in Vince Geraci and Carol Romero (eds.), *Using Unemployment Insurance Wage-Record Data for JTPA Performance Management*, Washington, DC: The National Commission for Employment Policy, (1992), pp. 93-116.
- "State Strategies for Building Market-Based Workforce Preparation Systems," in Evelyn Ganzglass (ed.), *Excellence at Work*, Kalamazoo, MI: W.E. Upjohn Institute for Employment Research, (1992), pp. 71-110 (with Robert G. Sheets).
- "A Multistate Wage-Record Archive: Simultaneous Achievement of Economies-of-Scale, Quality Control, and Database Security," *Building Information Partnerships: Conference Proceedings*, Washington, DC: National Governors' Association, 1991: pp. 107-112.

- "Advancing Adult Workforce Skills: Opportunities and Requirements for State Action," Philadelphia, PA: University of Pennsylvania, National Center on the Educational Quality of the Workforce, 1991: 59 pp.
- "Economic Perspectives on Technological Literacy," in Michael J. Dyrenfurth and Michael R. Kozak (eds.), *Technological Literacy*, Peoria, IL: Macmillan/McGraw-Hill, (1991), pp.80-93.
- Combined Training: Evidence of Economic Impact, *Economics of Education Review*, 8:1, (1989), pp. 31-35 (with Richard McHugh).
- "Assessing the Impact of the Carl D. Perkins Vocational Education Act: Economic Development Issues," *Design Papers for the National Assessment of Vocational Education*, Washington, DC: U.S. Department of Education, (1987), pp. 29-47.

Consultancies (partial)

Abt Associates, Inc; Academy for Educational Development; Aguirre, Inc; American Association of Community Colleges; Anne Arundel County Workforce Development Board; Coffey Communications, Ltd; Defense Technology, Inc; Economic Policy Institute; ETS; Macro International; Manpower Demonstration Research Corporation; Mathematica Policy Research; MPR, Inc; Research and Evaluation Associates; U.S. Department of Education, National Assessment of Vocational Education; National Commission for Employment Policy; National Governors' Association; National Occupational Information Coordinating Committee; The Ohio State University, Center on Education and Training for Employment; Pelavin Research Institute; Pennsylvania Department of Education; Pennsylvania State University; North Carolina Occupational Information Coordinating Committee; PRAMM Consulting Group; TATC Consulting; The Urban Institute; University of California, Berkeley, National Center for Research in Vocational Education; University of Pennsylvania, National Center on the Educational Quality of the Workforce; Upjohn Institute for Employment Research; U.S. Department of Commerce, Bureau of the Census, LEHD Program; U.S. Department of Education, Planning and Evaluation Service, and Office of Vocational and Adult Education; U.S. Department of Health and Human Services, Administration for Children and Families; U.S. Department of Labor, Advisory Panel on Revision of the Dictionary of Occupational Titles, and Bureau of Labor Statistics; Westat.

Biographical Sketch – Leslie Wilson

Dr. Leslie Wilson is the Assistant State Superintendent for the Division of Accountability and Assessment at the Maryland State Department of Education. The Division provides accountability at the state, school system and school level to Maryland education stakeholders as well as the federal government. Data are collected on an annual basis with particular emphasis on meeting the requirements of the No Child Left Behind legislation. Dr. Wilson's division also administers the Maryland School Performance Program's assessment program and annual Report Card. Dr. Wilson is responsible for the analysis and interpretation of data to provide the basis for school improvement efforts and policy decisions. The Division maintains the Education Data Warehouse and is responsible for the collection of data from local school systems and other entities; the validation, definition, and maintenance of multi-year data in accordance with Department and Division policies and procedures to assure data quality and accessibility. Beginning in 2007, these responsibilities include the implementation and maintenance of a unique student identifier and future development of a longitudinal data system. Dr. Wilson has over 30 years of experience in data systems, assessment and accountability at the state, local school system and University level, with specific expertise in the collection, reporting, interpretation and use of data for educational decision making. In addition she has authored two books on assessment and school improvement. She received her Ph.D. from the University of Maryland in the area of Education Measurement, Statistics and Evaluation.

Project Narrative

Project Narrative - Appendix C Current Status of State's Longitudinal Data System

Attachment 1:

Title: **MLDS Appendix - C Current Status of State's Longitudinal Data System** Pages: **4** Uploaded File:
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Appendix C: Current Status of Maryland's Longitudinal Data System

Required Capabilities and Elements	Current Status	Relevant Outcomes – Current Request
System must enable State to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21 st century workforce and the Armed Forces. Such a system must include data at the individual student level from preschool through postsecondary education and into the workforce (e.g. employment, wage, and earnings information).	Maryland's P-12 and postsecondary systems and workforce each collect and maintain individual student records, but the systems are not linked and do not communicate. This capacity is to be developed under a grant pursuant to this competition. Armed Forces data will be included in the LDS under the FY2009 IES grant project.	Complete the linkage of data between P-12 and postsecondary systems and workforce data bases.
System must facilitate and enable the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice. Such a system would support interoperability by using standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various levels and types of data.	Will be improved under a grant pursuant to this competition. Governance process P-20; ID of policy questions and relevant data elements Completed -Standard data structures, formats and definitions exist for the entire accountability program as documented in specification manuals to LEAs and EDEN requirements.	Implementation of P-20 and workforce data system using P-20 Governance structure designed by state agencies.
The system must link student data with teachers, i.e. it must enable the matching of teachers primarily responsible for providing instruction in various subjects.	Current system does not allow student and teacher data to be linked. Unique Teacher ID system scheduled for implementation Sept 2010 with state funds. <u>IES FY2009 Grant</u> Statewide Standardization of Course Codes and new data collection for course grades.	Implement linking of student/teacher data and new reports.

	Student/teacher linking and new/revised data collection. This capacity to be developed under a grant pursuant to this competition.	
The system must enable the matching of teachers with information about their certification and teacher preparation programs, including the institutions at which teachers received their training.	Current system maintains data on teacher certification, and last institutions of training linked via SSN. System will be expanded to obtain teacher preparation data, and all institutions where they received their training.	Teacher preparation programs and institutions at which teachers received their training included in the MLDS.
The system must enable data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders on the achievement of their students.	IES FY2009 Grant includes Cognos 8BI reporting tool for teachers, school leaders on the achievement of their students. Parents currently receive timely home reports of their student's assessment results.	N/A
The system must ensure the quality and integrity of data contained in the system.	Current system is "completed" but is under continuous improvement, some of which is supported by an existing Institute grant. Additional logic reviews continually reveal new areas for improvement in quality of data received from school systems.	N/A
The system must provide the State with the ability to meet reporting requirements of the Department, especially reporting progress on the metrics established for the State Fiscal Stabilization Fund and the reporting requirements included in the EDFacts data collection and reporting system.	Will be improved under a grant pursuant to this competition. System is never completed because it must be constantly revised as metrics are added by USDE. Maryland has an excellent record of EDEN submissions. This proposal includes funding to support the SFSF requirement to report P-20 data such as numbers of students who earn one year of college credit within 2 years of graduation, as well as the linking of teacher and student data.	P-20 system is developed and implemented to collect required data for reporting. Linked teacher and student data will be collected, stored and reported.

Preschool through postsecondary:			
A unique student identifier that does not permit a student to be individually identified by users of the system.	Complete. This was developed and implemented through funding received in a previous grant from the Institute.	N/A	
Student-level enrollment, demographic, and program participation information	Complete*. Maryland has been collecting this information for over 20 years, and has it linked to the unique student ID since the 2007-2008 school year.	N/A	
Student level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs	Not all points are available in the postsecondary system. To be developed under a grant pursuant to this competition.	Postsecondary system will be modified to include all points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs	
The capacity to communicate with higher education data systems	To be developed under a grant pursuant to this competition.	Development and implementation of the P-20 and workforce component.	
A State data audit system assessing data quality, validity and reliability	Complete. Under constant improvement, some of which is funded by an existing grant from the Institute.	N/A	
Preschool through Grade 12:			
Yearly test records of individual students with respect to assessments under section 1111 (b) of the ESEA Act of 1965.	Complete*. Maryland has been collecting this information for over 20 years, and has it linked to the unique student ID since the 2007-2008 school year.	N/A	
Information on students not tested, by grade and subject	Complete*. Maryland has been collecting this information for over 20 years, and has it linked to the unique student ID since the 2007-2008 school year.	N/A	
A teacher identifier system with the ability to match teachers to students	To be developed under a grant pursuant to this competition.	Collect and report teacher and student data that enables linking of teacher/student data.	
Student-level transcript information, including information on courses completed and grades earned.	IES FY2009 Grant Currently under development, supported with an exiting grant for the Institute.	N/A	
Student-level college readiness test scores	IES FY 2009 Grant Substantially complete. Maryland has obtained the SAT,	N/A	

	AP, PSAT and ACT data for the 2007-2008 and 2008-2009 school year to add to the MLDS.	
Postsecondary:		
Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	Maryland has reported data on students attending Maryland postsecondary institutions and requiring remediation for years. The capacity to link the data to P-12 systems is to be developed under a grant pursuant to this competition.	Collect and report P20 longitudinal data from the MLDS for policy and research.
Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education	The capacity to link the data to P-12 systems is to be developed under a grant pursuant to this competition. Policy questions addressing this element have already been determined, and these questions will determine the additional data elements to be defined, collected and maintained in the P-20 system.	Collect and report P20 longitudinal data from the MLDS for policy and research.

* Maryland has collected substantial individual student data used in accountability for over 20 years. The data has been linked to a unique student ID since the 2007-2008 school year, and the final step of re-engineering the data warehouse to store *linked* student data using the unique ID is being developed with an existing grant from the Institute.

Project Narrative

Project Narrative - Appendix D Letters of Support

Attachment 1:

Title: **MLDS Appendix - D Letters of Support** Pages: **11** Uploaded File: **C:\Documents and Settings\mszczepaniak\Desktop\MLDS Grant 2010\MLDS Appendix - D Letters of Support.pdf**

Appendix – D



MARTIN O'MALLEY
GOVERNOR

STATE HOUSE
100 STATE CIRCLE
ANNAPOLIS, MARYLAND 21401
(410) 974-3901
(TOLL FREE) 1-800-811-8336

November 13, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center of Education Statistics
1990 K Street NW, Room 9023
Washington, DC 20208

Dear Dr. Gould:

With nationally recognized programs like *StateStat*, Maryland is a leader in performance-based management. A core objective of my Administration is to make state government more accountable and efficient through the application of data-driven performance measurement tools. To ensure that we have the necessary data to evaluate education performance and policy, and to drive the type of education reform agenda sought by the Obama Administration, we have made the development and implementation of the Maryland Longitudinal Data System a key priority for the State.

On behalf of the State of Maryland and our many education stakeholders, I urge you to support Maryland's proposal for a grant under the *State Longitudinal Data Systems Grant Program*. This financial support will assist the State in developing and implementing a P-20 data system that tracks student participation and performance from pre-school through graduate school, and, ultimately, into the workforce. As proposed, the Maryland Longitudinal Data System will dramatically enhance our ability to generate timely, accurate information about student achievement that can be used to guide decision making at all levels.

The proposed Maryland Longitudinal Data System will be further developed and implemented under the leadership of the Governor's Office in partnership with the Maryland State Department of Education, the Maryland Higher Education Commission, the Maryland Department of Labor, Licensing, and Regulation, the University System of Maryland, the Maryland Independent College and University Association, the Maryland Association of Community Colleges, local education agencies, and other education leaders and stakeholders. This coalition of stakeholders has worked hard to develop a blueprint for our proposed system, and I am confident that the partnership can make it a reality.

Letter to Dr. Tate Gould, page two

Because so much of Maryland's economy is fueled by our education system and our educated workforce, I believe the Maryland Longitudinal Data System is a key to our future economic growth and our continued leadership in innovation. It is an imperative, not just for our kids and their individual futures but for our collective economic future as a State. I hope that you will join us in building that system.

Sincerely,

A handwritten signature in black ink, appearing to read "Martin O'Malley". The signature is fluid and cursive, with a large, stylized "M" and "O".

Martin O'Malley



Nancy S. Grasmick
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD

November 12, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center of Education Statistics
1990 K Street NW, Room 9023
Washington, D.C. 20208

Dear Dr. Gould:


The Maryland State Department of Education (MSDE) is pleased to submit this application to fund additional development of the Maryland Statewide Longitudinal Data System under the American Recovery and Reinvestment Act. Maryland has a culture of using data for decision-making and extensive professional development has been available to the local school systems to develop requisite skills in this area. During this time of economic challenge, the funding made available to state educational agencies is greatly appreciated as it will permit a more fluid data sharing relationship with higher education and the Maryland workforce agencies.

MSDE is committed to building our capacity to meet all federal requirements of the USDE reporting system as well as those of the State Fiscal Stabilization Fund Assurances and is making considerable progress. This progress has been significantly enhanced by previous IES funding which has permitted basic development of the Maryland Statewide Longitudinal Data System.

With the support of the Governor, MSDE worked collaboratively with the higher education community to develop this proposal which focuses on the establishment of a P-20 LDS Data Center. As a member of the P-20 Governance Board, I look forward to the day when Maryland has a seamless repository of student data and workforce outcomes upon which to base future policy decisions. As the integrity of decisions based on statewide P-20 data is critical to success in the future, Maryland would be pleased to participate in an evaluation of system data integrity if the Institute commits to such an evaluation study.

The decision of the Institute of Education Sciences to fund this proposal is of vital importance to Maryland's ability to successfully meet reporting requirements at the federal, state, and local level and further the ability of key stakeholders to inform future policy decisions to enhance student achievement and prepare a highly skilled workforce in the future.

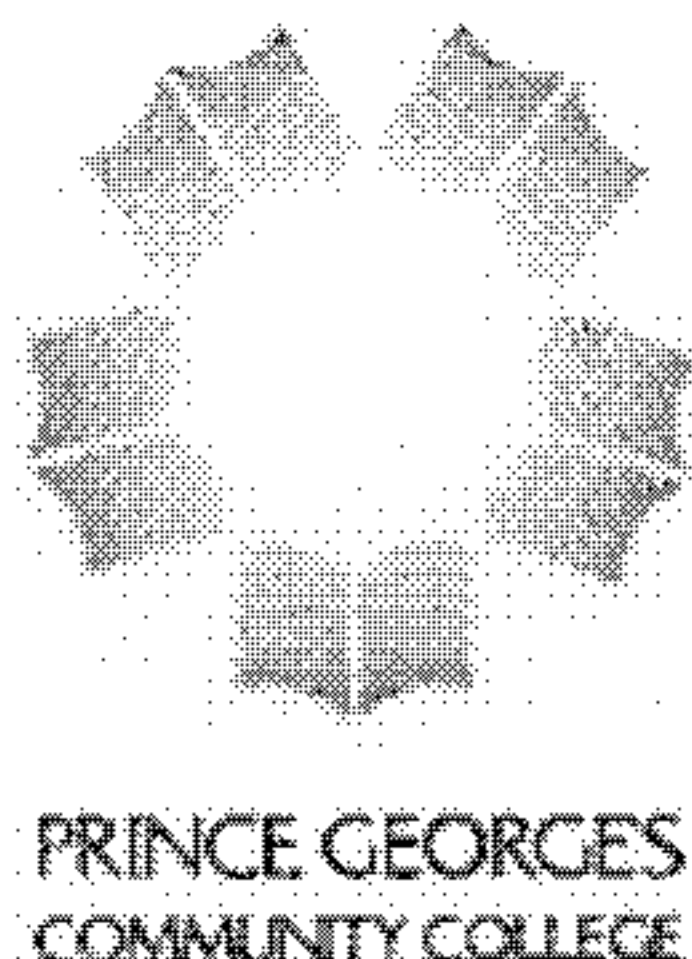
Sincerely,


Nancy S. Grasmick
State Superintendent of Schools

NSG/jeq

Maryland Public Schools: #1 in the Nation

marylandpublicschools.org



DR. CHARLENE M. DUKES
PRESIDENT

301 LARGO ROAD
LARGO, MD 20774-2199
301-322-0400
FAX: 301-350-1239
www.pgcc.edu

November 3, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center of Education Statistics
1990 K Street, NW
Room 9023
Washington, DC 20208

Dear Dr. Gould:

Prince George's Community College is pleased to extend our long-term commitment and support to the development of a Longitudinal Data System for the state of Maryland that will assist in collecting, analyzing and using key data elements to support improving educational attainment and access to employment for Marylanders. We recognize the important role that such a system fulfills in insuring access, opportunity and success for thousands of citizens who understand the connection between education, quality of life and economic opportunities. We applaud the state of Maryland, led by Governor Martin O'Malley, and all of its public and private partners, including the Maryland State Department of Education (MSDE), the University System of Maryland (USM), the Maryland Association of Community Colleges (MACC), and the Maryland Independent Colleges and Universities Association (MICUA) for envisioning this system which will develop a much-needed bridge and mechanism to both respond to critical tasks and link data between and among PreK-12, higher education and the workforce.

The need for a highly sophisticated system that allows the state to develop governance structures to guide data collection, sharing and use; build state repositories that integrate identified elements; and develop purposeful research components to inform teaching and learning as well as workforce needs is well documented. As one of numerous partners, we support the state and commit to its goal of establishing college and career data systems that track progress and foster continuous improvement.

Prince George's Community College applauds and welcomes the opportunity to work collaboratively with all of our educational, workforce and government partners on this exciting project.

Sincerely,



Charlene M. Dukes

DLLR

STATE OF MARYLAND

DEPARTMENT OF LABOR, LICENSING AND REGULATION

MARTIN O'MALLEY, Governor
ANTHONY G. BROWN, Lt. Governor
THOMAS E. PEREZ, Secretary

Andrew Moser, Assistant Secretary
Division of Workforce Development

DLLR Home Page • <http://www.dllr.state.md.us>

November 10, 2009

Dr. Nancy S. Grasmick
Maryland State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

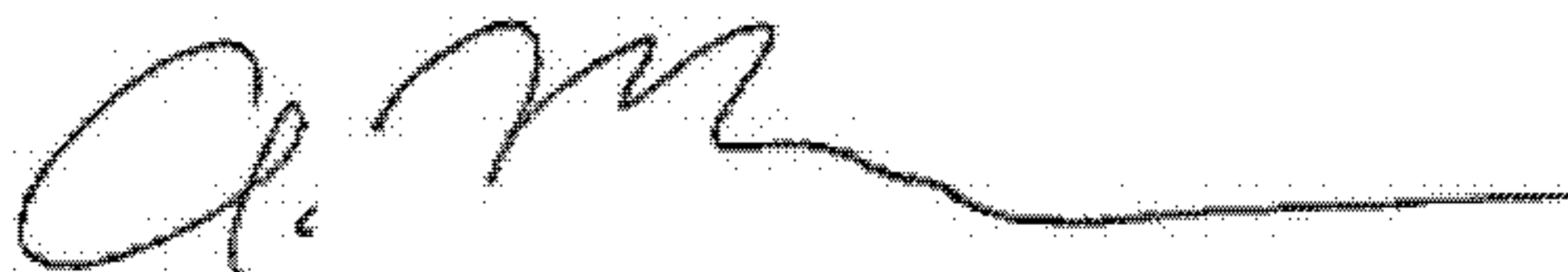
Dear Dr. Grasmick:

I wholeheartedly welcome this opportunity to confirm the State of Maryland Department of Labor, Licensing and Regulation's commitment to a multi-agency partnership role in furthering the development and use of Maryland's Longitudinal Data System (LDS) Recovery Act funds for this purpose (managed by the U.S. Department of Education Institute for Education Sciences) be awarded to your Department. As you know, our Department has long been at the forefront of national efforts to promote efficient and secure longitudinal database linkage and use.

It is for these reasons that we are delighted to know that the Jacob France Institute (JFI) staff, at the University of Baltimore, has been engaged in the development of Maryland's proposal. Therefore, I understand that if funds are awarded, the JFI staff will have lead responsibility for integration of the workforce component with other LDS modules and capabilities as we have partnered with the Institute staff since 1991 to manage our Longitudinal Administrative Data Depository and to also initiate authorized interagency data linkage initiatives on our behalf. Examples of direct relevance here include linkage with public secondary, postsecondary, Adult Education and Correctional Education data. We have long joined with the JFI staff to conduct research and evaluation studies that have improved our resource allocation decisions, which in turn, improve the quality of services we are able to deliver to our customers.

Additionally, I am pleased to endorse the Mid-Atlantic Regional Collaborative (MARC) which is the workforce component partnership that will be included in Maryland's LDS proposal as many of our workforce and economic development initiatives are managed with a regional focus. With Memorandums of Understanding already in place and subsequent related data sharing already underway, our collaboration with the JFI staff, the Rutgers University Heldrich Center staff, and the DC Career and Technical Education staff can serve as a national model of efficient regional cooperation and accomplishment.

Sincerely,



Andrew Moser, Assistant Secretary
Division of Workforce Development
And Adult Learning

1100 NORTH EUTAW STREET, ROOM 616
BALTIMORE, MD, 21201



Keeping Maryland Working and Safe

PHONE: 410-767-2997 . FAX: 410-333-5355
TTY USERS, CALL VIA THE MD RELAY SERVICE



OFFICE OF THE CHANCELLOR

November 11, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center of Education Statistics
1990 K Street, NW
Room 9023
Washington, DC 20208

Dear Dr. Gould:

The University System of Maryland is pleased to provide our support and long-term commitment to the development of the Longitudinal Data System for the state of Maryland. We are proud to have been a partner with the Maryland State Department of Education (MSDE) in the development of the current grant proposal. We strongly support this plan.

The educational community in the state of Maryland, led by Governor Martin O'Malley, and all of its public and private partners, including the University System of Maryland (USM), the Maryland State Department of Education (MSDE), the Maryland Association of Community Colleges (MACC), the Maryland Independent Colleges and Universities Association (MICUA), and the Department of Labor Licensing and Regulation (DLLR) have worked together to design and plan a system which will link the state's education and workforce data in an exciting and unprecedented manner. The plan which we created through this process is driven by some of the most important policy questions facing Maryland education. It will result in a system which addresses all required features and technical capabilities outlined by the U.S. Department of Education. It will be implemented rapidly and smoothly as it represents a consensus of education leaders across the state. This system will dramatically expand the State of Maryland's ability to answer the most important educational questions and deliver those answers to stakeholders throughout the state.

Maryland has assembled a highly qualified team from several agencies that are poised to begin work on the expansion of this system. The current efforts by MSDE will be expanded to include postsecondary and workforce data, as well as expanding the availability and utility of K-12 data. The USM will specifically oversee the steps required to create and make operational the independent Maryland P-20

LDS Center. We are committing personnel and significant staff time and expertise to ensure the Center is a success.

The USM and the State of Maryland are keenly aware that the ability to monitor, study and improve the quality of education is the key to the economic competitiveness and leadership of our state and nation in the years to come. We are prepared to do our part in creating this important tool for accomplishing those goals.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "W E Kirwan". The signature is written in a cursive, slightly stylized font.

William E. Kirwan
Chancellor



Martin O'Malley
Governor

Anthony G. Brown
Lt. Governor

Kevin M. O'Keefe
Chairman

James E. Lyons, Sr.
Secretary of Higher Education

November 10, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center of Education Statistics
1990 K Street NW, Room 9023
Washington, DC 20208

Dear Dr. Gould:

I am pleased to provide this letter supporting Maryland's effort to develop a P-20 and workforce statewide longitudinal data system. The Maryland Higher Education Commission will be a partner in this project submitted to the U.S. Department of Education Institute of Education Sciences for State Longitudinal Data Systems under the American Recovery and Reinvestment Act. The Commission is committed to collaborating to build capacity to meet federal requirements for USDE reporting (7 system capabilities and 12 data system elements) as well as ARRA reporting requirements. The project is needed to provide Maryland with the tools to evaluate students in their transition from P-12 into postsecondary education and further into the workforce. It will enhance the State's ability to improve education for Maryland students.

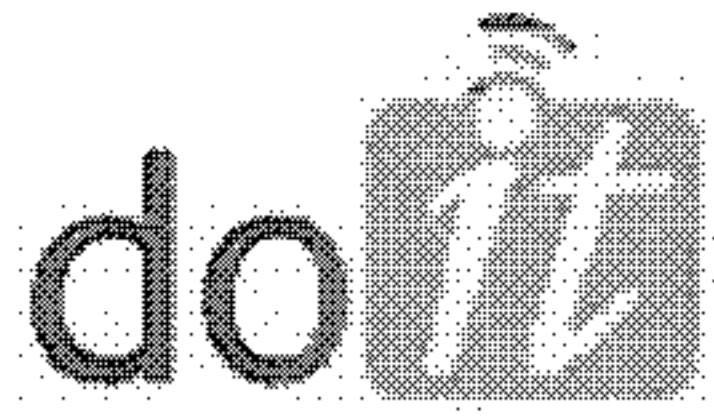
I will participate in the Governing Board for the P-20 and workforce system to provide guidance in its development and future uses. I will also insure that Maryland's postsecondary commitment and involvement continues in this valuable project.

I do appreciate the opportunity for this grant funding to improve Maryland's ability for P-20 education and workforce analysis that will improve education for its citizens. If you have any further questions, please contact Charles Benil of my staff at 410-260-4524.

Sincerely,

James E. Lyons, Sr.
Secretary of Higher Education

cc: Charles Benil, MHEC



STATE OF MARYLAND
DEPARTMENT OF INFORMATION TECHNOLOGY

MARTIN O'MALLEY
GOVERNOR

ANTHONY BROWN
Lieutenant Governor

ELLIOT SCHLANGER
Secretary

November 13, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center of Education Statistics
1990 K Street, NW
Room 9023
Washington, DC 20208

Dear Dr. Gould:

The Maryland Department of Information Technology (DoIT) supports the current concept to develop a comprehensive centralized Longitudinal Data System (LDS) for the State of Maryland.

Under the leadership of Governor Martin O'Malley, partners in the LDS project, including the Maryland State Department of Education (MSDE), the University System of Maryland (USM), the Maryland Association of Community Colleges (MACC), the Maryland Independent Colleges and Universities Association (MICUA), and the Department of Labor, Licensing and Regulation, will be developing a central repository of information that is vital to Maryland's citizens. Having ready access to pre-kindergarten to post-graduate educational information with a subsequent connection to workforce information will help Maryland's leaders and educators identify avenues to improve its citizens' quality of life by enhancing the quality of education.

As the State's agency responsible for oversight of major information technology development projects, DoIT will play an integral role in ensuring that the LDS project proceeds along a path of industry and State best practices for project planning and execution. As part of its oversight, DoIT will frequently assess MSDE and the other stakeholders' collective adherence to a granular schedule as well as firm change and budget control procedures. By doing so, the risk profile for the project will be significantly reduced.

Finally, DoIT will act in a liaison role between the LDS leaders and the State's Department of Budget and Management to ensure that Maryland is a good steward of funding awarded for this effort. We look forward to partnering with the LDS leaders and the federal government authorities on this effort.

Sincerely,

Elliot Schlanger
Secretary

November 12, 2009

Dr. Nancy S. Grasmick, Maryland State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Dr. Grasmick:

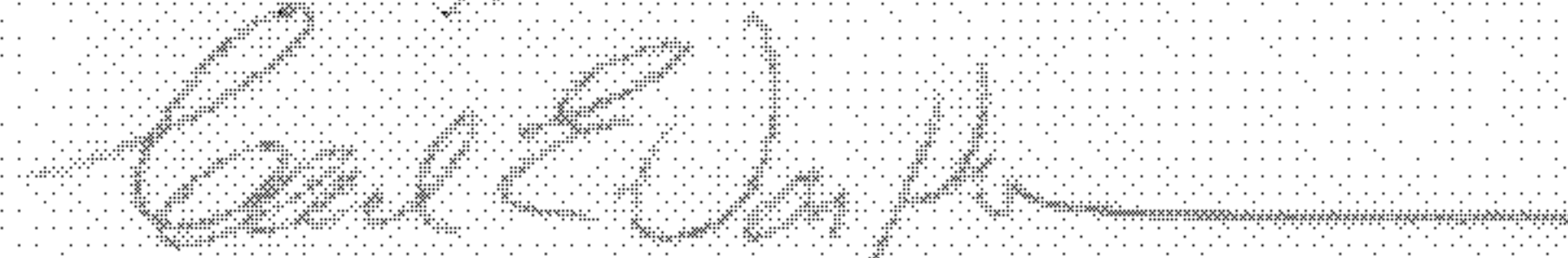
The Heldrich Center for Workforce Development at Rutgers University is pleased be included in the mid-Atlantic workforce component partnership of Maryland's State Longitudinal Data System response to the U.S. Department of Education, Institute of Education Sciences, NCES 09-02 *Request for Applications*.

The Heldrich Center's faculty and research staff have significant experience and capacity in the use of various education and employment datasets to determine the workforce experiences of career and technical education graduates. The Center's research expertise compliments that of the Jacob France Institute at the University of Baltimore. The Heldrich Center will contribute to the efforts to study the regional destinations, industry affiliations and earnings profiles of former career and technical education students.

The workforce data technical assistance initiatives that will be included in Maryland's SLDS build-out strategy will enhance the state's ability to understand the employment experiences of recent graduates.

On behalf of my colleagues at the Heldrich Center, I look forward to continued partnership with The Jacob France Institute should Recovery Act SLDS funds be awarded to your office.

Sincerely,



Carl E. Van Horn
Professor and Director

Budget Narrative

Budget Narrative - Budget Justification

Attachment 1:

Title: **MLDS Budget Narrative Justification** Pages: **6** Uploaded File: **C:\Documents and Settings\mszczepaniak\Desktop\MLDS Grant 2010\MLDS Budget Narrative Justification.doc**

Budget Narrative Justification

Outcome	Year 1	Year 2	Year 3	Total
1	\$605,278	\$4,045,205	\$959,700	\$5,610,183
2	\$404,640	\$2,003,840		\$2,408,480
3			\$1,303,840	\$1,303,840
4	\$1,313,400	\$1,025,941	\$356,804	\$2,696,145
5		\$400,000		\$400,000
6	\$65,674	\$65,674	\$65,674	\$197,022
7			\$441,183	\$441,183
Total	\$2,388,992	\$7,540,660	\$3,127,201	\$13,056,853

Project Year One

Outcome 1:

Expenditures in Year 1 will support the planning and design needed to establish a P-20 LDS Center to house and manage the Longitudinal Database. During the first 6 months, the Governing Board will determine the location of the Center. Procuring a Project Manager is incorporated in Year 1, assuming that this hire will occur during the second half of that first year. Consulting support will be needed to assist in the design of the database, establishment of the necessary data sets, and management of the ID match and subsequent de-identification of the unit records. Initial investments in equipment (Servers, network, communications, racks and switches) will begin during this year. Acquisition of the necessary database, middleware and software licenses to support the initial design efforts of the Center will also begin. Training in the most effective uses of these products will commence and continue as necessary throughout the project

Outcome 2:

The budget is developed under the assumption that the Maryland Higher Education Commission (MHEC) will utilize external contractors to do most of the work in the higher education component of the project. Estimates are provided based on inquiries to other States about similar system costs, current anticipated development costs, and the agency's own experience with a large development project to be completed in the next several months. This large project involved the development of a statewide financial aid delivery system for State operated programs. The project had many similarities in that it was student-based, required student privacy provisions, utilized file transfer methodologies, required participation of postsecondary institutions and had several web portals for access by designated groups.

The budget reflects the cost under three major categories which match the milestones for this outcome. The cost for the MHEC project is reflected in the two listed costs for a full-time MHEC Project Manager and the main development contractor. The MHEC Project Manager costs are based on typical State costs for such services. The main budget item is the contract for the system developer. Because of the short three-year grant period and the long lead time required for State procurements, MHEC would utilize a single master contractor to provide all

the deliverables (milestones) in the contract. This will require only a single procurement and contractor for the MHEC component of the project. The budget proposed was developed using both internal estimates, estimates by the project manager of the current financial system being completed, and some outside comparisons. It also reflects the localized higher rates anticipated for Maryland and District of Columbia area vendors. The total contract costs are derived by estimating these costs: (1) postsecondary system review, (2) development of an institution submission portal, (3) backend development of data base to support collection and validation, and (4) server hardware costs with associated licenses.

During Year 1, the services of a full-time MHEC site project manager and the technology services of a development contractor must be procured for the three-year grant period. The Postsecondary System review will be completed with a report to MHEC providing recommendations on how the Maryland postsecondary system should be modified to meet the future demands for P-20 data while reducing the overall cost to collect and maintain it. The review will include discussions by the contractor with the various postsecondary segments to provide perspectives on both how and what data needs should be expanded.

Outcome 3 – No activity in Year 1

Outcome 4:

During Year 1, the P-12 LDS Team will be defining a new data collection to capture the unique teacher identifier, course codes, sections, and classes along with the student population within that course, section and class. The SCED model for secondary schools will be utilized to define the required data. JAD sessions will occur to define the specific requirements for capturing these data with our contractor and subject matter experts. Reports will be defined to present the data to stakeholders utilizing the Cognos 8 BI tool within the MLDS. The new collection will be designed, developed, and tested. MSDE has a contractor on site to complete this work. The current contractual vehicle includes this work as an unfunded component. The contractual budget category covers all deliverables provided by the vendor and the work of the vendor's team that includes technology personnel and educational personnel for approximately one year of work. The vendor's team will include the following personnel: educational business analysts, project manager, technical writers, data architects, and data base administrators. The budget request covers the consulting services being provided by the vendor's team.

Teacher effectiveness data capture and reporting will begin in Year 1. Within the first six months, the planning and writing of a procurement to obtain the technology services will occur. By the end of the first nine months of Year 1, the procurement process will be completed. Design of the new standard reporting processes to provide data for internal and external stakeholders will begin along with the public web portal for stakeholders to access teacher effectiveness information within the existing Educator Information System. The design work will begin in the last three months of Year 1.

Travel expenditures are included for mandatory federal meeting requirements

Outcome 5: No activity in Year 1

Outcome 6:

All policies and procedures for the linking (or uploading) of workforce data to the LDS Center will be established during Year 1. JFI will participate in deliberations about data flow rules, data security and research priorities related to workforce data. The data linkage and processing steps will be performed to prepare the first series of demonstration reports to be delivered to respective stakeholder groups.

Outcome 7:

JFI will review and amend all current MOU's for the specific data flows with all cooperating partners for workforce data. JFI will establish an MOU with Rutgers University's Heldrich Center, to demonstrate a multi-state regional capacity to answer high priority policy questions.

Project Year Two

Outcome 1:

Expenditures in Year 2 will intensify as the P-20 LDS moves from design to implementation, through appropriate project plan phases. Once installed, newly acquired hardware and software will be tested and certified. The project manager will work with the governing board to ensure that the LDS design meets the needs specified by the board and the grant. Acquisition of additional software and middleware components to fill out the required inventory of technical and functional capabilities will occur during Year 2, requiring substantial expenditures for both licenses and maintenance. Training will also intensify as each new component of the LDS is installed and tested. Testing of all data feeds from MSDE, MHEC and DLLR will be a major emphasis during Year 2. Establishment and confirmation of all security procedures to assure complete data privacy for individuals will also consume significant time and resources during Year 2.

Outcome 2:

The Institution Web portal component that will securely transfer information and perform data validation will begin with requirements gathering through the implementation phase. The user design will model the USDOE IPEDS methodology. Training will be provided to institutional personnel. This component will be completed by the contractor during Year 2. Basic licenses for web portal access will be procured.

The additional budget cost is the grant program to the institutions to allow them to adapt to the new data needs accompanying the requirements of the State Fiscal Stabilization Funds Assurances and establish the P-12 to postsecondary linkage. These requirements are a new challenge and will cost the institutions to provide new data and capture the P-12 unique identifier. This will require modifications to institutional student systems and modifications to both the current MHEC reporting submissions and additional required new submissions. The

intention is to reimburse institutions up to a preset maximum amount for their efforts as data providers. It is expected that institutions with the same student system providers may be able to join together to reduce the overall cost. This budget estimate was reached based on prior discussions and experience with reporting changes and the scale of those changes.

Outcome 3: No activity in Year 2

Outcome 4:

In Year 2, the student/teacher linking data capture product will be finalized. External stakeholders will be trained on the access and use of teacher reports within the MLDS. Four local school systems and a total of 16 schools will be trained on the MLDS reports in the training center at MSDE. Local school systems will provide feedback during the training sessions. Training will be provided for all local school systems and school-level personnel utilizing webinars. The implementation and rollout of the student/teacher linking outcome within the MLDS will be finalized.

Development, testing, and implementation of the public portal for stakeholders to access teacher effectiveness information will be completed in Year 2 along with the standard reports for all stakeholders. The public access web portal for the teacher certification, preparation, and effectiveness component of the MLDS will be implemented and finalized.

Travel expenditures are included for mandatory federal meeting requirements

Outcome 5:

Work will begin in Year 2 for the integration of the special education, early childhood, and career/college readiness component of the MLDS. MSDE will have a contract in place from the previous grant award to be able to proceed with this work immediately. Currently, this outcome is an unfunded component of the existing contract. Our contractor will be working on the components that are funded from our previous grant award defined in a modular approach to prevent any redundancy of effort and cost. Defining the elements and policy questions related to the special education, career/technology, and early childhood data inclusion within the MLDS will be completed in Year 2. Designing, developing, testing, and implementing the view that sits on top of each of the databases that will be linked to the MLDS will be completed. The design, development, testing, and implementation of a control table within each database to allow the release of the data to the MLDS after the completion of all operational and quality assurance procedures will be finalized.

Training for the new components of the MLDS will be provided to stakeholders. The new components of the MLDS for early childhood, special education and career/technology education will be implemented.

Outcome 6:

Starting in Year 2, JFI will participate in the testing and data assurance activities with the MLDS Center. JFI will provide technical assistance support to the P-20 MLDS Data Center management team.

Outcome 7:

JFI will perform pilot data downloads that will be collected during Year 2. Data exchange specifications will be finalized.

Project Year Three

Outcome 1:

Year 3 will see the full implementation of the LDS and its move into production status. During this year, the P-20 LDS project teams will have established and tested all data feeds and will begin production runs of those feeds to and from the P-20 LDS. The workforce data will be incorporated with the P-20 unit records enabling a full view of P-20/Workforce. The P-20 LDS Center architecture will be scalable and flexible. We can easily add additional data components such as Health and Human Services, Corrections, etc. as needed. The largest single cost factor will move to database, middleware and software support costs. Consulting support will be needed in significantly lesser amounts than in Years 1 and 2 but will be necessary as new capabilities continue to be added to the system. Training will also be a continuing process throughout the project lifecycle, though again at a reduced rate from the first two years. Reporting cycles will be established, ad hoc reporting through sophisticated reporting software will be available, the Governing board will have all procedures and security requirements in place, and all levels of appropriate use and access will have been defined.

Outcome 2: No activity in Year 3

Outcome 3:

Outcome 3 continues with the approach used in outcome 2. The additional budget cost supports the grant program for higher education institutions to allow them to adapt to the new data needs accompanying the requirements of the State Fiscal Stabilization Funds Assurances and establish the P-12 to postsecondary linkage. These requirements are a new challenge for these institutions and will require the institutions to provide new data and capture the P-12 unique identifier. To accomplish the required scope of work, modifications will be required to institutional student systems as well as modifications to both the current and future MHEC reporting submissions. The intention is to reimburse institutions up to a preset maximum amount for their efforts as data providers. It is expected that institutions with the same student system providers may be able to join together to reduce the overall cost. This estimation was reached based upon prior discussions and experience with reporting changes and the scale of the changes. The development of a viable and extensible postsecondary system to warehouse all the State's postsecondary data and be able to export the selected data to meet the needs of an overall

P-20/Workforce system is essential for its success. The major focus of Outcome 3 is the ability to access and extract data from this data warehouse. This will require a significant cost to obtain business intelligence tools to enable MHEC research staff and potentially the institutions to analyze and data mine the postsecondary data.

The contractor will complete the Postsecondary system design, development, testing, and implementation. A new MHEC Data Warehouse for postsecondary education will be completed with data submission capabilities to the P-20/Workforce system. MHEC will provide the necessary guidance and oversight to contractors by utilizing current staffing. This includes the staff currently supporting the existing system, administering the current postsecondary annual collection, and performing the research and policy analysis for the agency. The MHEC staff commitment is discussed in the staffing section of the narrative (Section e) as in-kind service.

Outcome 4:

The lead project manager will continue to coordinate all activities for each component of the grant; specifically, the progress of MHEC, USM, Workforce and the P-20 LDS Data Center. Travel expenditures are included for mandatory federal meeting requirements.

Outcome 5: No activity in Year 3

Outcome 6:

Starting in Year 3, the data linkage to JFI will be fully operational and will feed data into the P-20 LDS Center. JFI will deliver data quality control, security, and accuracy of interpretation services to LDS Center users for workforce data.

Outcome 7:

JFI will implement and finalize all data flows between its partners during Year 3. JFI will engage in aggressive outreach to other mid-Atlantic and ADARE states by participating in state, regional and national forums to agree on next step priorities. A common core of multi-state data elements and report templates will be defined. Priorities will be set for multi-state cooperation and sharing of production responsibilities. JFI will seek funding for sustained multi-state cooperation and production initiatives.

Budget Narrative

Budget Narrative - ED 524 Section C Spreadsheet

Attachment 1:

Title: **Budget Narrative - ED524 Section C Form** Pages: **8** Uploaded File: **C:\Documents and Settings\mszczepaniak\Desktop\MLDS Grant 2010\Budget Narrative - ED524 Section C Form.pdf**

Budget Narrative – ED 524

Section – C Form

**Maryland State Department of Education
Section A - Federal Budget Summary**

A		B	C	D	E
Categories		Year 1	Year 2	Year 3	Total
1					
2					
3	1. Personnel	\$ -	\$ -	\$ -	\$ -
4	2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -
5	3. Travel	\$ 1,260	\$ 1,386	\$ 1,525	\$ 4,171
6	4. Equipment	\$ -	\$ -	\$ -	\$ -
7	5. Supplies	\$ -	\$ -	\$ -	\$ -
8	6. Contractual	\$ 1,225,674	\$ 1,325,674	\$ 766,857	\$ 3,318,205
9	7. Constructions	\$ -	\$ -	\$ -	\$ -
10	8. Other	\$ 1,009,918	\$ 6,049,045	\$ 2,263,540	\$ 9,322,503
11	9. Total Direct Costs (lines 1-8)	\$ 2,236,852	\$ 7,376,105	\$ 3,031,922	\$ 12,644,879
12	10. Indirect Costs	\$ 152,140	\$ 164,555	\$ 95,279	\$ 411,974
13	11. Training Stipends	\$ -	\$ -	\$ -	\$ -
14	12. Total Costs (lines 9-11)	\$ 2,388,992	\$ 7,540,660	\$ 3,127,201	\$ 13,056,853

Maryland Higher Education Commission
Section A - Federal Budget Summary

	A	B	C	D	E
	Categories	Year 1	Year 2	Year 3	Total
1					
2					
3	1. Personnel	\$ -	\$ -	\$ -	\$ -
4	2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -
5	3. Travel	\$ -	\$ -	\$ -	\$ -
6	4. Equipment	\$ -	\$ 100,000	\$ 100,000	\$ 200,000
7	5. Supplies	\$ -	\$ -	\$ -	\$ -
8	6. Contractual	\$ 360,000	\$ 1,160,000	\$ 1,060,000	\$ 2,580,000
9	7. Constructions	\$ -	\$ -	\$ -	\$ -
10	8. Other*	\$ -	\$ 600,000		\$ 600,000
11	9. Total Direct Costs (lines 1-8)	\$ 360,000	\$ 1,860,000	\$ 1,160,000	\$ 3,380,000
12	10. Indirect Costs	\$ 44,640	\$ 143,840	\$ 143,840	\$ 332,320
13	11. Training Stipends	\$ -	\$ -	\$ -	\$ -
14	12. Total Costs (lines 9-11)	\$ 404,640	\$ 2,003,840	\$ 1,303,840	\$ 3,712,320
15					
16					
17	*Grants to IHEs				

University System of Maryland
Section A Federal Budget Summary

	A	B	C	D	E
	Categories	Year 1	Year 2	Year 3	Total
1					
2					
3	1. Personnel	\$ -	\$ -	\$ -	\$ -
4	2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -
5	3. Travel	\$ -	\$ -	\$ -	\$ -
6	4. Equipment	\$ 160,000	\$ 3,030,000	\$ 655,000	\$ 3,845,000
7	5. Supplies	\$ -	\$ -	\$ -	\$ -
8	6. Contractual	\$ 321,500	\$ 733,000	\$ 220,000	\$ 1,274,500
9	7. Constructions	\$ -	\$ -	\$ -	\$ -
10	8. Other	\$ -	\$ -	\$ -	\$ -
11	9. Total Direct Costs (lines 1-8)	\$ 481,500	\$ 3,763,000	\$ 875,000	\$ 5,119,500
12	10. Indirect Costs	\$ 123,778	\$ 282,205	\$ 84,700	\$ 490,683
13	11. Training Stipends	\$ -	\$ -	\$ -	\$ -
14	12. Total Costs (lines 9-11)	\$ 605,278	\$ 4,045,205	\$ 959,700	\$ 5,610,183

Section A Federal Budget Summary

	A	B	C	D	E
	Categories	Year 1	Year 2	Year 3	Total
1					
2					
3	1. Personnel	\$ -	\$ -	\$ -	\$ -
4	2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -
5	3. Travel	\$ -	\$ -	\$ -	\$ -
6	4. Equipment	\$ -	\$ -	\$ -	\$ -
7	5. Supplies	\$ -	\$ -	\$ -	\$ -
8	6. Contractual	\$ 65,674	\$ 65,674	\$ 506,857	\$ 638,205
9	7. Constructions	\$ -	\$ -	\$ -	\$ -
10	8. Other	\$ -	\$ -	\$ -	\$ -
11	9. Total Direct Costs (lines 1-8)	\$ 65,674	\$ 65,674	\$ 506,857	\$ 638,205
12	10. Indirect Costs	\$ -	\$ -	\$ -	\$ -
13	11. Training Stipends	\$ -	\$ -	\$ -	\$ -
14	12. Total Costs (lines 9-11)	\$ 65,674	\$ 65,674	\$ 506,857	\$ 638,205
15					
16	Outcome 6	\$ 65,674	\$ 65,674	\$ 65,674	\$ 197,022
17	Outcome 7			\$ 441,183	\$ 441,183

Maryland State Department of Education Section - B
Budget Summary

Pin Number	Employee	Year 1	Year 2	Year 3	Total
DAA					
39543	Leslie Wilson	\$ 22,064	\$ 22,064	\$ 22,064	\$ 66,192
40255	Challis Breithaupt	\$ 10,981	\$ 10,981	\$ 10,981	\$ 32,943
85074	Marc Allen	\$ 9,636	\$ 9,636	\$ 9,636	\$ 28,908
39479	Mike Pautz	\$ 17,495	\$ 17,495	\$ 17,495	\$ 52,485
39498	Douglas Strader	\$ 18,880	\$ 18,880	\$ 18,880	\$ 56,640
39542	Janice Johnson	\$ 38,056	\$ 38,056	\$ 38,056	\$ 114,168
	Elizabeth Mangano	\$ 10,571	\$ 10,571	\$ 10,571	\$ 31,713
48505	Kathy Donithan	\$ 8,690	\$ 8,690	\$ 8,690	\$ 26,070
39494	Laia Block	\$ 7,841	\$ 15,681	\$ 15,681	\$ 39,203
39562	Brenda Muir	\$ 10,173	\$ 20,346	\$ 20,346	\$ 50,865
48502	Timothy O'Quinn	\$ 7,895	\$ 7,895	\$ 7,895	\$ 23,685
OIT					
	Sidney Drake	\$ 5,217	\$ 5,217	\$ 5,217	\$ 15,651
	Benjamin Rawlings	\$ 7,206	\$ 7,206	\$ 7,206	\$ 21,618
Special Ed					
	Carol Ann Heath	\$ 5,606	\$ 5,606	\$ 5,606	\$ 16,818
	Sally Slade	\$ 5,429	\$ 5,429	\$ 5,429	\$ 16,287
Career/Tech					
	Kathy Oliver	\$ 5,606	\$ 5,606	\$ 5,606	\$ 16,818
	Patricia Mikos	\$ 9,963	\$ 9,963	\$ 9,963	\$ 29,889
Early Childhood					
	Rolf Grafwallner	\$ 5,243	\$ 5,243	\$ 5,243	\$ 15,729
	Janice Treakle	\$ 8,046	\$ 8,046	\$ 8,046	\$ 24,138
	Phil Koshkin	\$ 3,440	\$ 3,440	\$ 3,440	\$ 10,320
Teacher Cert					
	Jean Satterfield	\$ 5,380	\$ 5,380	\$ 5,380	\$ 16,140
	Joann Ericson	\$ 9,395	\$ 9,395	\$ 9,395	\$ 28,185
	Project Manager	\$ 260,000	\$ 260,000	\$ 260,000	\$ 780,000
Total		\$ 492,813	\$ 510,826	\$ 510,826	\$ 1,514,465

Maryland Higher Education Commission Section - B Budget Summary

Employees/Units	Year 1	Year 2	Year 3	Total
Policy and Planning				
Dr. George Reid	\$ 5,409	\$ 5,409	\$ 5,409	\$ 16,227
Dr. Danette Howard	\$ 8,803	\$ 8,803	\$ 8,803	\$ 26,409
OIT/Higher Ed info sys				
Charles Benil	\$ 32,618	\$ 32,618	\$ 32,618	\$ 97,854
Robyn Brayton	\$ 16,790	\$ 16,790	\$ 16,790	\$ 50,370
Alex Robertson	\$ 6,124	\$ 6,124	\$ 6,124	\$ 18,372
Dave DelGaudio		\$ 3,187	\$ 3,187	\$ 6,374
Total MHEC in-kind	\$ 69,744	\$ 72,931	\$ 72,931	\$ 215,606

(includes salary only no fringe)

(MHEC uses a 27% fringe for staff for its fringe rate)

**University System of Maryland
Section - B Budget Summary**

Category			Year 1	Year 2	Year 3	Total
Personnel*			\$ 80,918	\$ 40,459	\$ -	\$ 121,377
Finge Benefits			\$ 20,229	\$ 10,115	\$ -	\$ 30,344
Travel			\$ -	\$ -	\$ -	\$ -
Equipment*			\$ -	\$ -	\$ -	\$ -
Supplies			\$ -	\$ -	\$ -	\$ -
Contractual**			\$ -	\$ -	\$ -	\$ -
Construction			\$ -	\$ -	\$ -	\$ -
Other***			\$ -	\$ -	\$ -	\$ -
Total Direct Costs			\$ 101,147	\$ 50,574	\$ -	\$ 151,721
Indirect Costs			\$ -	\$ -	\$ -	\$ -
Training			\$ -	\$ -	\$ -	\$ -
Total Costs			\$ 101,147	\$ 50,574	\$ -	\$ 151,721

*USM Jakubik 50%; Spicer 5%; Passmore 5%